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ABSTRACT

In recognition of 1981 as the Year of Disabled Persons, 10 out of the 13 essays in this issue deal specifically with library service to the disabled; the remaining three discuss the Public Library Association (PLA) Planning Process, the New York State Research Library Resources Access Project, and New York State public library construction needs. Papers on library service to the disabled discuss (1) sources to aid libraries in developing programs for the disabled, (2) university library services for disabled persons, (3) the Radio Reading Service pioneered by the Chautauqua-Cattaraugus Library System, (4) the problems of hearing impaired students in college libraries, (5) services and equipment to improve library service to the hearing impaired, and (6) library programs to serve the visually impaired. Interspersed with the articles are notices on publications, the majority of which relate to disabled persons. National organizations and centers of information are identified in one essay. A total of 35 references contained in six essays and three bibliographies are provided. (RBF)

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LIBRARY SERVICE TO THE DISABLED

The Bookmark
Volume 40 - Number 1
Fall 1981

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NEW YORK STATE LIBRARY **The Bookmark**

VOLUME 40 - NUMBER I FALL 1981

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IN PERSPECTIVE

What would you do if you had to approach a reference desk in a library to inquire for information and you were unable to hear the librarian's response? What would you do if you desired to read a book for a classroom assignment and you were unable to see? How would you choose the right floor on the library's elevator if you were blind and the elevator was not equipped with braille floor indicators? How would you climb a flight of stairs in your library if you did not have use of your legs? The foregoing questions are designed to point out a few of the barriers in many libraries that disabled patrons must overcome in order to use their libraries. While many of the libraries in the State of New York and across the country have developed quality programs to serve disabled persons, several surveys and studies reveal that there is much still to be done.

The United Nations has declared 1981 as the International Year of Disabled Persons, and this issue of The Bookmark is in celebration of this international event. Thirteen essays comprise this issue and ten are devoted exclusively to Library Service to the Disabled, the theme of this issue.

Ruth A. Velleman, who received the 1981 American Library Association's Ralph R. Shaw Award for Library Literature for her book, Serving Physically Disabled People: An Information Handbook for All Libraries, provides excellent sources in her essay that will aid librarians in developing programs for the disabled. She writes "...in their many roles librarians have the opportunity to render great service to the disabled." James A. Lane describes services for disabled patrons at a university library, and suggests "if the library is to be used efficiently by the disabled, the library needs to be responsible and responsive to the special needs for accessibility." The Chautauqua-Cattaraugus Library System has pioneered in an innovative Radio Reading Service that is discussed by Christine S. Prinzi. Two articles follow on the hearing impaired. An insight into the problems of hearing impaired students in college libraries is provided by Audrey Ritter, who reminds us that "historically, hearing impaired people, unless deafened in later life, have not made extensive use of library services." Collette Sangster in her discussion of service to the hearing impaired gives information on a variety of services and equipment to improve library service to the hearing impaired, and she includes an invaluable list of national organizations and centers of information on deafness.

In the area of college librarianship, Carolyn Wolf advises "if the library plans to provide special services to the handicapped student, the services should be advertised." Many libraries have developed excellent programs to serve the visually impaired. Three essays are devoted to this important subject. Barbara Nugent reminds us that "The New York Public Library engaged the first librarian to be designated a specialist in children's materials for the blind." Julie Klauber and Joseph Covino are concerned about serving those persons who are partially sighted and urge librarians to promote low vision care. It is their belief that "librarians can act as advocates for visual care both within the library and outside it." Services to the blind and visually handicapped from the New York State Library are reported by Audrey Smith who points out that it was "in March 1896 the Board of Regents, with Melvill Dewey as secretary, voted a resolution to establish in the Public Libraries Division of the State Library a collection of raised character books from which any blind reader in the State might borrow." Thus the State Library has had a long and distinguished history of serving blind and visually handicapped persons. Library schools must ensure the continuing education of librarians and information science personnel to serve the nation's libraries. Lucille Whalen firmly believes that librarians must expand and change their attitudes and rid themselves of the myths regarding disability which are prevalent in society, and she admonishes that "it is incumbent upon all librarians and library educators to make an honest effort to examine their own feelings and attitudes in this regard..."

Three essays on different subjects conclude this issue. Many public libraries are now engaged in the use of the American Library Association's PLA Planning Process, and Betty Turock recommends that "planning in a time of scarcity becomes a necessity — not a luxury." Alexandria Wolff describes the New York State research library resources access project, and E.J. Josey characterizes some aspects of public library facilities needs in New York State.

E. J. Josey

LIBRARY SERVICE TO THE PHYSICALLY DISABLED

By Ruth A. Velleman
Library Director, Human Resource School
Albertson, New York

Eighteen years ago, when the Human Resources School for physically disabled children was first built in Albertson, Long Island, the neighbors objected to the sight of children in wheelchairs when they looked out their windows. It was this sight that was objectionable to them, far more than added traffic from school busses. One of the parents of the disabled children responded by saying, "My little girl is in a wheelchair and I think she is beautiful." In that reaction of the neighbors on Long Island, repulsion extended to avoidance, as the able-bodied sought to put the disabled into a separate world. It is indicative of the progress we have made in these two decades that attitudes such as this one are no longer so prevalent.

In recent years there have been tremendous changes in the life styles of people with disabilities. From lives of homebound or institutional existence they are entering the mainstream in education and career training, independent living, and work experience. "Access" is the word that characterizes this phenomenon - access to education, employment, housing, and recreation, access to the right to live in dignity with some measure of independence, whether or not employment is feasible. For all people the quality of life is the most important goal, not its length or its economic productivity.

Although librarians function in their communities as providers of a service, in a broader sense they are able to influence the thinking of their patrons. Because libraries are consulted for information by all segments of society - business, cultural, and educational - librarians have the opportunity to assume leadership roles in the community at large, in helping to shape attitudes and convey understanding about the special problems and needs of the disparate groups that form their public. Thus, in their many roles librarians have the opportunity to render great service to the disabled.

The responsibility of the library profession to disabled people is three pronged: 1) to provide recreational and/or professional reading in print or special formats, 2) to aid professionals in the fields of rehabilitation and special education with special curricula and professional materials, and 3) to provide information and referral services to disabled children and adults and their families.

DEFINITIONS

Who are the physically disabled? We tend to think of them as a cohesive group, with certain similar characteristics. To some extent this is true. There are, however, many differences, and in particular many physical differences among the disabled. All persons in wheelchairs or using crutches or braces do not have the same kinds of physical problems. Physical disabilities fall into three basic anatomical categories: those involving the skeletal structure, the muscular system, and the neuromuscular system. Special health problems are also included among the physical disability groupings. Major skeletal disabilities include

"...librarians...helping to shape attitudes and convey understanding..."

various forms of dwarfism, including hypopituitarism and achondraplasia, osteogenesis imperfecta, a bone deficiency which produces a brittle bone condition and results in certain specific facial characteristics, amputees (both congenital and traumatic), and arthrogryposis, a congenital joint disease. The major muscular disability is muscular dystrophy which appears in many forms. Earlier fatalities occur among children with the childhood Duchenne type, however, many people with muscular dystrophy can live into adulthood and there are many related muscle disorders such as amyotrophic lateral sclerosis and myasthenia gravis. Closely related is multiple sclerosis which usually does not appear until late teens or early twenties. Neuromuscular disorders, which include the large group of cerebral palsied people, also include spinal-cord-injured persons of all ages who may have paraplegia or quadraplegia, and familial

dysautonomia, a genetic birth defect which is a disorder of that part of the central nervous system controlling sensation and autonomic functioning. The severe birth defect, spina bifida (an open spine at birth, resulting in paralysis and loss of bowel and bladder control), falls into both skeletal and neuromuscular catagories. Special health problems, sometimes called the hidden disabilities, include hemophelia, epilepsy, sickle cell anemia, diabetes, cardiac diseases, and many others. Parent and professional groups in this century, some of them formed as early as the 1920's, others as recently as the 1970's, have produced non-medical pamphlet materials about these disabilities and this information would be of great value in the vertical files of all types of libraries. The book, Physically Handicapped Children: A Medical Atlas for Teachers, by Eugene E. Bleck, MD, and Donald A. Nagel, MD, New York, Grune and Stratton, 1975, is also a good resource for definitions and other information about these disabilities. Under revision at the present time, it will appear in a revised edition very soon.

"...media...helps disabled children to acquire listening and viewing skills..."

The child who is born physically disabled is severely limited in the experiences to be gained during the important period of infant development. Physically disabled children who have been restricted in their experiences can be expected to show a slower rate of social, emotional, and intellectual growth (Connor 1967).[1]

Upon the birth of a disabled child, parents go through a period of "mourning" for the lost, able-bodied child (Wright, 1960[2]). This is usually followed by stages of denial, anger, depression, and ultimate acceptance similar to the stages undergone by the adult who is disabled later in life by illness or injury. Overt rejection of the child sometimes results in broken marriage, while often the need for extra time taken in care of a disabled child causes problems with siblings. Covert rejection often turns into overprotection. In addition to sensory deprivation, the sheltered home environment often results in low social awareness and immaturity. Understanding of these facts will aid librarians in dealing with disabled children.

BARRIER FREE DESIGN

In order to serve physically disabled children, we do have to make certain architectural accommodations. In May of 1980, the American National Standards Institute, Inc. published a new and expanded version of their Specifications for Making Buildings and Facilities Accessible to and Usable by Physically Handicapped People (ANSI A117.1). These offer general measurement standards for all exterior and interior building design, but do not refer specifically to libraries. A chapter on "Barrier Free Design for Libraries," which includes adaptations for the blind and deaf, will be found in Serving Physically Disabled People: An Information Handbook for All Libraries, by Ruth A. Velleman, New York, R.R. Bowker Co., 1979.

The National Center for a Barrier Free Design in Washington, D.C. publishes a Newsletter called The Report (subscription) which monitors the entire area of building design and transportation for the disabled. Accommodations must be based on standard wheelchair dimensions which are 25 inches wide and 42 long with a turning radius of 60 by 60 inches. Doorways should be no less than 32 inches wide and there should be one usable ground level entrance. A ramp must have a very gradual slope (a 1-foot rise in every 12 feet) with a handrail if it goes beyond a certain length. Parking spaces for the disabled require an extra four feet of space next to each car, with curb cuts where needed, of course. Special library adaptations would include book stacks at least 5 feet apart, a card catalog no higher than 36 inches (usually a 16-inch base will accomplish this), tables 29 inches from the floor and apronless.

PROGRAMMING

A brief account of the library program at the Human Resources School will serve to suggest several ways in which librarians can be of service to disabled people. The Human Resources School provides a tuition free education to more than 200 physically disabled children. Chartered by the Board of Regents of the State of New York, it provides a full academic curriculum and extra-curricular programs to previously homebound children from infancy through high school. The library program at the Human Resources School was developed in the belief that a school library is indispensable to the total academic progress of its students, and that one of the serious disadvantages of a home instructional program is

the absence of professional reading guidance and the lack of diversified library materials in both print and nonprint formats. Certainly the same may be said of the inability to use a public library.

We believed originally, and continue to believe, that the reading and leisure-time interests of our students are very similar to those of their able-bodied peers. Accordingly, our book collection has been developed to include the very best standard and new materials in the areas of fiction, nonfiction, biography, and reference. There are, however, elements of exceptionality in our population that lead to certain adaptations. Books about the disabled are purchased only when they are of literary merit, since our students are quick to sense inaccuracies and insincerity in this sensitive area. (However, books with disabled characters, for use by able-bodied children should be placed in all library collections. Librarians wishing a good reference work should consult Notes from a Different Drummer: A Guide to Juvenile Fiction Portraying the Handicapped by Barbara H. Baskin and Karen H. Harris, New York, R.R. Bowker, 1977).

To compensate for the reading deprivation of many of the students, a large number of high-interest, low-vocabulary books have been purchased. Our library/media center also includes a full complement of 8mm films, film loops, sound and silent film strips, recordings, cassettes, and study prints in all curriculum areas. We also have a large professional library for the use of the school staff, which includes books, journals, newsletters, and vertical file materials in the areas of physical and learning disabilities and special curricula.

Our library program offers story hours on the elementary level, during which the librarian endeavors to support professional staff with concept books in the areas of speech and language and perceptual development, books about other countries and cultures to broaden experience, and books that deal with how to handle emotions. A great deal of media, both audio and visual, helps disabled children to acquire listening and viewing skills. Our creative media program includes developing stories as animated cartoon films by elementary groups, videotapes done by social studies high school classes on twentieth century American History topics in the "you are there" style, and important staff observations of specific children or groups of children via videotape, which are executed at the request of the school physician and/or psychologist. Slide lectures have been presented at subject area conferences which depict our adaptive classroom techniques, in areas from science to physical education. A computer terminal in the library media center makes use of our own Hewlett Packard 2000F computer. Terminals are also located in specific classrooms for individualized use. Programs are projected on CRT (TV type monitors) and incorporate lessons in many subject areas. A catalogue library system for all computer based programs consists of on-line display listings as well as hard copy printouts.

DEALING WITH DEATH

Dealing with the concept of death when working with children with terminal disabilities is something which librarians must handle for themselves before they will be able to deal with the emotional needs of other staff members or fellow students. Often, younger children are afraid that they will die too, even though their own disability may not be of a terminal kind. Death must be seen as a continuum of the life process, and when it occurs it is easier to accept by realizing that the child has been helped toward the best possible quality of life simply by being in an enriching situation. A library media specialist who has been of some help in enriching the life of such a child will not mourn unduly the inevitable death of that child when it occurs. Books like The Child in His Family: The Impact of Disease and Death by James E. Anthony and Cyrille Koupernik, New York, Wiley, 1973, The Dying Child by William M. Easson, Charles C. Thomas, 1970, and Helping Your Child to Understand Death, by Anna M. Wolf, New York, Child Study Press, 1973 may be useful.

WORKING WITH PARENTS

Parents of disabled children need a great deal of support. There are books which librarians can make available to them, and some of these have been listed on the attached abreviated bibliography. Guidance counselors and school psychologists can be assisted by providing books such as Counseling with Parents of Handicapped Children: Guidelines for Improving Communication by Elizabeth J. Webster, New York, Grune and Stratton, 1977, and The Disabled and Their Parents: A Counseling Challenge by Leo Buscaglia, Thorofare, N.J., Slack, 1975.

Parents are in need of specific information in all areas of activities of daily living. The same kind of information is needed by the

physically disabled adult. This includes information about architectural specifications for housing such as bathroom and kitchen modifications for wheelchair users. Knowledge about prosthetics and orthotics, specialized equipment for one-handed or quadraplegic users, specially designed clothing for people who are congenitally incontinent or have had colostomies, special communication devices, travel information, including adapted public accommodations, airlines, bus and rail regulations, information about recreational activities for the disabled, are all of great importance. Also much needed is information about legal rights and financial aid, referral information to service agencies such as special schools, offices of vocational rehabilitation and other rehabilitation training facilities. Disabled people are also in great need of sexual information. Some references will be found in the short bibliography that has been included here.

SPECIAL FORMATS AND THE NEW TECHNOLOGY

Severely physically disabled people may be in need of alternate reading formats and should be kept apprised of new technological developments in the new and fast moving field of rehabilitation engineering. All materials that are available to the visually impaired through the Library of Congress Division of the Blind and Physically Handicapped, as well as from Recording for the Blind, are also available to all print handicapped people, including the learning disabled who have reading difficulties which have been diagnosed by a physician.

"...severely physically disabled people need to take advantage of the environmental control aids available..."

In order to live independently, severely physically disabled people need to take advantage of the environmental control aids available to them. These enable quadraplegics to operate television sets, radios, lights, tape recorders, door locks, etc. There are also telephone adaptations and modified cassette machines as well as electric wheelchairs operated by voice (very new) or breath control as well as all types of manual, mouth, head, or foot switches.

An exciting new development, as described in The Informer, Vol. 8, #4, December, 1979, was pioneered at the Spain Rehabilitation Center in Birmingham, Alabama. Aptly named C2E2, this new concept combines a home microcomputer with telephone and television screen. In addition to environmental control tasks, C2E2 dials the telephone from a stored directory, acts as a word processor for typewritten material, keeps records, such as bank balances, provides game programs, music, and school curriculum programs, and access to other data banks (including "The New York Times") via the switched telephone network.

For the speech handicapped there are several research centers working to develop new communication aids. Information about latest developments is carried in the newsletter, Communication Outlook (quarterly, on subscription), published jointly by the Artificial Language Laboratory, Michigan State University and the TRACE Center for the Severely Communicatively Handicapped, University of Wisconsin.

INFORMATION SOURCES

Today there are Rehabilitation Research and Engineering Centers all over the country, under the aegis of the National Institute for Handicapped Research in Washington, D.C. Their achievements are documented in The Informer, a quarterly, free from Arkansas Rehabilitation Research and Training Center, P.O. Box 1358, Hot Springs, Arkansas 71901. NARIC (National Rehabilitation Information Center), P.O. Box 136, Catholic University of America, Washington, D.C. 20064, has placed online the research reports eminating from these Centers and bibliographies of their materials are available through Bibliographic Retrieval Service (BRS). In addition, NARIC has established ABLEDATA, a data file of devices available for the physically disabled. The Pathfinder (subscription) is NARIC's newsletter.

Another valuable source of information is the Information Clearinghouse of the Office of Handicapped Individuals, Washington, D.C. Their publication, Programs for the Handicapped, (quarterly) is available free. OHI has published a Directory of National Information Sources on Handicapping Conditions and Related Services, May 1980, available from the Superintendent of Documents, and also keeps an up-to-date listing of several hundred Independent Living Centers which developed around the country during the 1970's. It is important for librarians to be aware of this relatively new development, spearheaded by physically disabled young adults themselves as a viable alternative to institution living.

School librarians are fortunate that the 1970's saw the growth of many educationally related data bases in the United States. The Council for Exceptional Children operates the Clearinghouse on Handicapped and Gifted Children which is one of the Clearinghouses in the ERIC (Educational Resources Information Center) Network. This Clearinghouse has developed the ECER data base for which Exceptional Child Education Resources is the print index. It includes all citations on exceptional children submitted to ERIC as well as additional dissertations, nonprint media and other documents dealing with the education of exceptional children.

An information resource for parents of exceptional children is Closer Look, an organization funded by the Bureau of Education of the Handicapped. Their Newsletter is available free of charge.

A short bibliography of information resources is appended here. Longer bibliographies will be found in Serving Physically Disabled People by the author.

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PROTOTYPE OF A SMALL DEVICE TO DISPLAY TELEPHONE MESSAGES

In a contest designed to foster technological developments for the disabled, Edwin C. Underkoffler has developed a device that allows a person keying buttons on a Touch Tone Telephone to trigger the appearance of the text of a message on a liquid crystal display unit attached to the deaf person's telephone.

Employing state-of-the-art microelectronics consisting of four or five small integrated circuits to replace bulky electromechanical parts, the device is only six inches long, three inches wide, and one inch thick. It is powered by batteries. Underkoffler devised a system in which the asterisk and crosshatch buttons on a Touch Tone phone specify which of the letters held on the eight buttons on the phone are desired to spell out the message. The message would be displayed on a field similar to the face of some digital clocks.

Mr. Underkoffler, a computer systems specialist at the General Electric Research and Development Center in Schenectady, New York, received a $1,000 tax-paid award in August 1981. The AID (Applying Innovation for Disabled People) competition was administered by Frank D. Starkey. General Electric would test the prototype unit and decide in 1982 whether to produce the device or license it to an outside organization.

THE PHYSICALLY DISABLED PATRON AT A STATE UNIVERSITY LIBRARY

By James A. Lane
Coordinator of Library Services for the Disabled
University Libraries
State University of New York at Albany

The use of the library at a university is essential to the education and research efforts of all students, faculty, and researchers. Professor's library assignments do not take into consideration the physical ability of any individual. Therefore, the objective of all library patrons is research or the acquisition of information.

Before proceeding to a review of relevant literature, a description of library services for the disabled at a university library and the consideration of the evaluation of those services, we need to review three concepts: the purpose of the university, the function of a library, and the needs of the able vs. the disabled.

The university is an academic institution with teaching and research facilities comprising graduate and professional schools that award master's degrees and doctorates and an undergraduate division that awards bachelor's degrees. The library is an organization of information and resources which supports the research and study efforts of its patrons and their programs and curriculae. Two concepts, when combined, present a view of the complexity of a university library — a library that must maintain an in-depth collection and rapid access to auxillary resources for research and the necessary reference tools, control systems, and professional support staff to assist in identifying the most relevant materials for a given topic.

The patron, able bodied or disabled, is a member of the university at the research, graduate, or undergraduate level and utilizes university libraries as part of the academic program — a program that may occupy a large percentage of the individual's time. The student's time must be divided between the academic responsibilities, personal and family life, and the social community. It is therefore essential that a disabled person, who may require additional time to perform physical functions, be knowledgeable of and utilize available services, especially in the library, to maximize the use of time.

The patrons of the university library are there because they have met the entrance requirements of the university and accepted the challenge of university life.

REVIEW OF RELEVANT LITERATURE

The literature has varied from an overview of all services for physically disabled library users through surveys of and recommendations for services to directories for disabled patrons and an information handbook for libraries.

S. Gilbert Prentiss in 1973 prepared a report on the state of library services for the blind, partially sighted, and physically handicapped in New York State. The purpose of this report was to inform and stimulate discussion among those responsible for and those utilizing the services.

In describing the students and libraries, Prentiss states, "It is much to be hoped that the school and college libraries ... will be motivated to extend and adapt their programs originally designed for sighted readers to encompass visually impaired users."[1]

Surveys of services for patrons with specific disabilities were conducted and reported on by Parker in 1974 and Gross in 1978. Young and Leslie, 1979, reported on their findings on a survey of sensorially handicapped college students in Quebec. Recommendations made, based on their findings, include staff awareness, handicapped students' orientation, designated rooms for special equipment, and library aides trained to use the equipment.[2]

Schein, 1977, reporting on library services at the National Conference of the Disabled Students on American Campuses, made several recommendations which are similar to the Young and Leslie study. Schein goes on to state that "the 504 regulations suggest that it is the responsibility of the institution to provide readers in libraries for students with visual impairments."[3] In a summary of the discussion on library services it was reported that a spokesperson for the National Federation for the

Blind said that his organization was instrumental in inserting the requirement of 504 that readers must be provided and that this was meant for quick reference, not for hours of reading. If the blind student needs extensive reading, he should bring his own reader with him to the library. He felt that there was much misunderstanding regarding this requirement of 504. The group specifically wanted sources for obtaining reading material for the blind and the following sources were given: American Foundation for the Blind..., Recordings for the Blind..., American Printing House for the Blind..., (and) National Federation of the Blind.[4]

"The University libraries [have provided] accessibility to resources for all...disabled."

Directories of services, materials and equipment, and accessibility for college libraries in specific states are available. Three of these state directories now available are: Ohio, 1976; Massachusetts, 1978; and Texas, 1978. A 1979 directory for the New York Metropolitan area lists specific services available at each public and academic library surveyed among the members of METRO (New York Metropolitan Reference and Research Library Agency).

Velleman, 1979, describes the state of the art in a lengthy information handbook for libraries. Not only is there a specific information section for school and university libraries, but all information is set in relation to the attitudes toward and understanding of disabled people; complete descriptions of 19 physical disabilities are also provided.

The university libraries at many of the campuses across the United States have moved with the progression of developments in providing accessibility to resources for all students, faculty, and staff who are physically disabled. The libraries' particular situations have been analysed as to physical accessibility, needs identified, and strategies and programs developed so that all physically able and disabled persons may function in the library.

THE LIBRARIES OF THE UNIVERSITY AT ALBANY

At the University Libraries of the State University of New York at Albany the need for accessibility by the physically disabled to the library's resources and services has been considered for several years and major steps have been taken to make the University Libraries fully accessible. The most significant of the steps taken was the designation of a librarian as coordinator of library services for the disabled. The responsibilities of this position are to: 1) assess the physical accessibility of services, resources, facilities and equipment, and staff awareness in regard to the physically disabled; 2) identify the most appropriate way to provide the accessibility; and 3) to coordinate the services provided for the disabled. Another major step, which was taken by the University at Albany, was the establishment of the position of assistant dean for student affairs/Disabled Student Services. The cooperation between those two coordinators has proven to be invaluable.

The services for the disabled in the University Libraries today can be separated into two categories; those that are available to both able and disabled patrons and special services that were established for the disabled. The services that are available for all patrons sometimes need to be highlighted to the disabled so that they will utilize the services to their fullest and possibly save the disabled precious labor in movement and time. A few services are extended beyond their normally accepted bounds to provide more appropriate service to the disabled.

EXISTING SERVICES UTILIZED/HIGHLIGHTED/EXTENDED

Library tours, library instructions, reference assistance, circulation operations, photocopying, and use of audiovisual equipment are existing services of the University Libraries which are available to all patrons. The awareness of and use of these services by the disabled is emphasized by the coordinator of library services for the disabled.

Library tours and library instruction, informal and formal, are two services which, when utilized, can benefit the disabled in their use of the libraries. Many of the disabled have functioned only in special institutional libraries or have been denied direct use of a library due to structural limitations. The institutional library, while providing full service, does not have the mainstreaming effect that a university library has with its large collections, multitude of departments, and number of users. Some disabled, who are returning to or beginning their education later in life have not had the

opportunity to directly use any library. The library services provided were in a remote accessible location or the needed materials were selected for them so that they have had no need to learn the use of the card catalog or indexes and abstracts.

There are some handicapped individuals who do enter the University who have had the opportunity of using libraries and do understand their operations. For these individuals a tour may be in order for familiarization with the University Libraries but further instruction in use of a library is not needed.

The general library tours are available through the use of two media; a printed, self-guided tour which is complemented by a slide tape presentation. An extension of the printed self-guided tour is the printed SUNYA Library Access guide which has an audio tape equivalent. Special tours and orientation sessions for mobility and library services are conducted for individuals or small groups of disabled library patrons.

The library makes available, through subject courses, informal and formal library instruction. Separate credit courses in library research, basic and advanced, are given by the library faculty. This service is highlighted by the coordinator, and handicapped individuals are encouraged to enroll.

"Special tours and orientation...are conducted for... disabled patrons."

Reference services, utilized by all patrons, are promoted and extended to the disabled. The coordinator emphasizes Reference, because that is the central point from which the able bodied and disabled carry out their library research. The service is extended by the reference librarians to include moving reference tools, which are requested by the disabled, to an accessible location and by assisting in reading brief citations to the print impaired. For extensive reading, the print impaired are encouraged to have their reader accompany them to the library. Increased accessibility to the collection is accomplished by use of the on-line catalog for author/title searches utilizing terminals located throughout both library buildings and by use of the telephone for reference assistance.

The use of general reference works is extended through braille and large print books. The university libraries have a braille dictionary, braille thesaurus, large print dictionaries, large print thesaurus, and a large print encyclopedia.

Another reference service which is offered is the use of Information Retrieval which utilizes on-line indexes and abstracts. This service, which is available to all library users, has proved extremely helpful to the print- and mobility-impaired. Search time for reference is reduced from several hours or even days to 30 to 60 minutes.

The operations of the circulation area are definite time and energy savers for all library patrons but especially for the disabled. The heart of the operation is the on-line Library Circulation System and a Telephone Information Center. The TIC provides an answering service where patrons can call in to determine if the library owns a specific book, its current status, and, if desired, have the book paged and held at the circulation desk. Renewals by phone are also available. If the patron has an academic podium office on the main campus, books will be delivered.

The disabled are provided a listing of essential library telephone numbers. The list is in large print on 6- x 8-inch bright yellow card stock. This card is also available in braille.

The disabled may also designate another person as their official research assistant. The research assistant may charge out books for the disabled person.

Photocopying privileges are extended to disabled patrons who register for this service. Up to three requests are accepted over the phone or a written list of library material which they need photocopied may be brought to the Periodical Room. A large print request form is available for the print impaired. Disabled graduate students, who have extensive reserve readings, find this service very useful.

The use of audiovisual and microform equipment available in the libraries aids the disabled in utilizing material from all collections in the library. Audiotapes and phonodisc listening stations provide accessibility to the music, poetry, drama, and historical recordings. Lecture and note tapes are also played and duplicated on library equipment. Access to

microforms is enhanced by the use of extra lenses which magnify the microform print up to 35 times.

SPECIAL SERVICES

The designation of a coordinator of library services for the disabled, a guide to SUNYA Library Access, mobility orientations, special format reference material, specialized equipment, listening/taping/reading rooms, locked storage, modified carrels and a collection of catalogs of special format books are services which have been added so that the disabled may have access to the SUNY Albany library and its resources. Several of these services have already been discussed as extended services. The remainder are unique to themselves.

In the nonprint services area of the Main Library, and at Hawley Library on the Downtown Campus, specialized equipment is maintained for use by the disabled. Visual-Tek Television magnifiers, A.P.H. tape recorders, talking book machines, page turners, braille typewriters, an all purpose lap stand, and a Perkins Brailler are the specialized equipment items maintained. Listening/Taping/Reading Rooms are available for use. The equipment areas are staffed and instruction and assistance in utilizing the equipment is available. Locked storage for disabled patrons to leave materials for short periods of time is available in the nonprint services area. An Edna Lite magnifier is located adjacent to the reference area for the visually impaired.

Kurzweil machines, which produce synthetic speech from print, are available at the nearby Albany Public Library and the New York State Library for the Blind and Visually Handicapped.

Modified carrels to accommodate wheelchairs are located in areas adjacent to lounges and accessible rest rooms and water fountain.

Several catalogs of talking books, brailled materials, and large print resources are maintained. Assistance in following procedures to order the material needed is provided. Assistance, not actual ordering, is provided by the coordinator. Since the patrons will be on their own when they leave the University, their independent operation is encouraged while at the University.

The professional time necessary for coordinating the services described varies according to the time of semester and specific needs of the disabled patrons. It is estimated that the coordinator spends up to 30 percent of his/her time with disabled services at the beginning of each semester. The necessary time is reduced to 10 percent at the end of the semester.

EVALUATION

For a program to be effective it must be evaluated, deficiencies noted, and necessary changes implemented. The evaluation can be to the accomplishment of the objectives that were originally set, or to a set of accepted standards, or to a list of accepted levels compiled from appropriately related standards.

The SUNYA University Libraries have utilized A Proposed Management Checklist For Academic Library Services To Handicapped Students, which addresses library facilities, equipment, materials, services, staff awareness, budgeting and extra-library relationships.[5] The library supplements this checklist with the Library of Congress/National Library Service 1980 standards prepared by the American Library Association, the New York State University Construction Fund guide (1976) by Cotler, and the Federal minimum guidelines of 1980.

CONCLUSION

The university library can be an obstacle, a challenge, or a resource. If the library is to be used efficiently by the disabled, the library needs to be responsible and responsive to the special needs for accessibility. The disabled also need to pursue library services that will facilitate their special needs.

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DAN CASEY AND LORE SCURRAH ARE CO-RECIPIENTS OF PRESTIGIOUS LIBRARY AWARD

Daniel W. Casey, a dedicated library trustee for the past 27 years, and Lore Scurrah, the recently retired chief of the State Education Department's Bureau of School Libraries, were honored at the 88th Annual Conference of the New York Library Association (NYLA). They both received NYLA's prestigious "Outstanding Service to Libraries Award" on November 8, 1981. The award consists of a citation of achievement and a token of recognition.

Casey, prominent in advertising, public relations, and broadcasting in Syracuse, began his library advocacy in 1954 when he was appointed to the Board of Trustees of the Solvay Public Library in suburban Syracuse.

In his years of voluntarism in the interests of libraries of all types and sizes, he has given testimony on a wide range of topics important to libraries and is known by government officials from Albany to Washington, D.C. He has served as a member of the National Commission on Libraries and Information Science; on the Board of Trustees of the Freedom to Read Foundation; as vice chairman of the Board of Regents Advisory Council on Libraries; as president of the Onondaga County Library System Board of Trustees, and was an active participant in the New York delegation to the White House Conference on Libraries in 1979. He is currently president of the New York State Association of Library Boards.

Lore Scurrah, who was with the Bureau of School Libraries from 1966 to 1981, labored daily to insure that the interests of the 3 million students in New York State schools were protected. Under her guidance and leadership, the concept of the library media center was developed and major projects were completed which contributed to the improvement of school library programs in the State.

Scurrah's interest in school librarianship began while she served as a volunteer in her children's school library. She began her professional career as a librarian in the Shalmont Central School in Schenectady.

Through the years, as redesign coordinator for the Greece (New York) Central Schools, as a coordinator of ESEA (Elementary and Secondary Education Act) II and ESEA IVB and as a member of the Commissioner's Committee on Statewide Library Development, she contributed immeasurably to the growth and improvement of school library programs and services in the State.

NYLA, founded in 1893, was the first statewide professional library association in this country. Its first president was Melvil Dewey, the first New York State Librarian and inventor of the Dewey Decimal System of book classification. Elected president at the 1981 session is Linda Bretz, Director of the Pioneer Library System; and Gerald Shields, assistant dean of the School of Information and Library Science at SUNY/Buffalo, and Richard Johnson, director of libraries at SUNY College at Oneonta, were elected first and second vice president, respectively.

LIBRARY EDUCATION FINANCIAL ASSISTANCE

Financial Assistance for Library Education, Academic Year 1982-83 is now available.

This annual directory provides information on scholarships and assistantships from state library agencies and associations, educational institutions, and local libraries, as well as national awards. The majority of listings are for programs leading to the master's degree in library science, although some listings exist for undergraduate, sixth year certificate, doctoral, and/or continuing education programs.

Copies of the booklet are available upon request from the Standing Committee on Library Education (SCOLE), ALA, 50 East Huron Street, Chicago, IL 60611. Please send 75 cents to cover postage and handling for single copies. Institutions and associations that wish to obtain multiple copies for distribution should contact SCOLE at ALA.

One listing is for the seventh program of scholarships in support of education for librarianship sponsored by the H.W. Wilson Foundation. The Foundation will make grants of $3,000 to each of the 69 American and Canadian graduate library schools presently accredited by ALA. Awards will be made on a sequential basis during the period 1982-86 in the order established by previous programs. The 1982 recipient schools will be Atlanta University, Case Western Reserve, McGill University, Southern Connecticut State College, SUNY/Buffalo, SUNY/Geneseo, and the universities of Denver, Kentucky, Michigan, Mississippi, Toronto, Washington, and Wisconsin/Milwaukee.

THE CHAUTAUQUA-CATTARAUGUS LIBRARY SYSTEM RADIO READING SERVICE

By Christine S. Prinzi,
Handicapped Services Librarian
Chautauqua-Cattaraugus Library System
Jamestown, NY

When a visitor first enters the offices of UPDATE Radio Reading Service, he or she may wonder what a radio broadcasting booth and recording studios are doing in a library. It is these facilities which enable us to reach the visually and physically handicapped people in our area by putting on the air the printed materials they need. The comments from listeners describe how useful this library service is to them in their daily lives:

> The family of one listener learned not to call their mother during our broadcast hours of the local paper. She was too interested in hearing the paper to answer the phone.
>
> One listener refers to UPDATE as his own News Hot-Line, and says his sighted friends are amazed at how well informed he is.
>
> A lady reported to us that she loved UPDATE, because her husband used to read the paper to her but never got past the sports page.
>
> BOCES itinerant teacher reported that a program concerning careers had provided one of her students with several new ideas which she had previously not considered feasible.
>
> The books broadcast by UPDATE are especially enjoyed by one person who reported it's nice to hear a bestseller, while everyone else is still talking about it.
>
> Announcements about the Blind Social Club and the Bowling League have made many of the listeners aware of these local activities, and other state and national associations concerned with the handicapped.

UPDATE Radio Reading Service began its broadcasting on January 23, 1978. The first such service in the nation started in 1969, in Minnesota, under the direction of C. Stanley Potter. He had the inspiration that FM-SCA radio broadcast signals, which were used for services such as Muzak, could also be utilized to broadcast to the print handicapped. Each FM radio station has the capacity to broadcast an SCA (Subsidiary Communications Authorization) signal, for which the potential listener must have a special, crystal-tuned receiver. The SCA therefore becomes a type of "closed circuit" or limited access service. SCA broadcasts are utilized for other types of services, but the "closed" nature of the broadcasts is the important feature when considering a radio reading service. Mr. Potter wanted to provide access to the printed matter that was not available to the visually handicapped at the time. This included daily newspapers, periodicals, books, pamphlets, local posters, newsletters, etc. At this point the copyright law became an issue. The current copyright law provides an exemption from clearance and payment, if the broadcast is specifically designed for, and directed to, visually impaired or print handicapped persons. By broadcasting over a SCA and placing the special receiver only in the homes of the print handicapped, the radio reading service can broadcast the needed information without fear of violating the copyright laws.

By the time a radio reading service (RRS) was considered at the Chautauqua-Cattaraugus Library System, RRS existed across the country, started and funded through various sources, providing a variety of broadcast formats and hours. It had audiences which ranged from only a few people in an area, to almost the entire eligible population within the state of Minnesota. When the New York State Library approached CCLS with the idea of beginning a RRS, the first question was, "What is a radio reading service?" We then proceeded to Who? Why? and How? Perhaps one of the most noteworthy aspects of a RRS is that it generates enthusiasm and support quickly. We went from our initial question to actually broadcasting in under 10 months. We attacked the problem from the middle - working on the beginning question: Should we try to do this in our area?, and the more final, What will be broadcast for how many hours on what time

schedule?, simultaneously. There was one large factor that made this rather unique approach necessary - we were in the midst of a construction project, and if we wanted broadcast studios to be located in our offices rather than in another building, we had to move quickly. Also, anyone with a potential interest in the project - funding sources, FM radio stations, staff, listeners, and volunteers - wanted and needed a clear description of something about which they had no background information or expertise. We had to fill ourselves in on the details so that we could communicate the enthusiasm of such a service to them.

We were fortunate that services existed fairly close to Jamestown that we could visit. By talking with the staff of the RRS's in Erie, PA and Cleveland, OH, seeing their facilities and operating procedures, and asking numerous questions, we were able to form a clearer picture of what was possible with such a service, and what was necessary to make it operate smoothly. We also contacted many RRS's across the country to learn what was being done in other areas. Program schedules from other services provided invaluable information and guidance, as did letters and telephone calls.

"The staff was to be supplemented by volunteers..."

HOW

Now that we were even more convinced that such a service should be provided in the Jamestown area, we got to the more technical question of How? In our area there are only two commercial FM stations. One was already utilizing its SCA for a Muzak service. We also investigated the idea of using the local Board of Cooperative Educational Services (BOCES) television transmitters, with towers throughout the counties, to broadcast an audio signal, but the type of "closed" receiver that we needed was not available. The one commercial FM station not using its SCA signal was very enthusiastic about the idea of such a service. They were also extremely patient in explaining, repeatedly, broadcast terms and technology to us. We contracted with them for the use of their SCA signal, which meant that the station had to acquire additional broadcasting equipment to transmit the SCA signal, and we had to construct broadcasting facilities at CCLS. The broadcast signal would be carried on telephone lines from CCLS to the transmitting equipment. The commercial FM station, or main channel, also assisted with the design of the broadcasting facilities and purchase of equipment for our offices.

WHO

That left the questions of who, and what, which again we attacked simultaneously. By working with area associations for the handicapped we were able to conduct a telephone survey of potential listeners. We would give a brief description of what a radio reading service was and ask what types of materials they would like to hear read and what times would be convenient for listening. The local paper was often requested, followed by various types of books and magazines that were not available through the Talking Book program of National Library Service (NLS). The decision was made that to really interest people and provide a wide enough range of programming, we would start with a 40-hour broadcast week, 8 hours each on Monday through Friday. For this the staffing that would be required would be 1) a librarian to oversee and coordinate the project, write grant applications and reports, and conduct publicity; 2) a broadcast assistant to assist with the programming and volunteer coordination; and 3) a driver/technician to maintain and operate the broadcast studio and deliver receivers to listeners. The staff was to be supplemented by volunteers, without which the 40 broadcast hours would be impossible.

We still have many of the volunteers who came to the first orientation session — who found themselves on the air before any of us were quite certain exactly how to make things run smoothly. In addition to the orientation sessions which described what a RRS was, we also developed a Volunteer Manual (borrowing heavily from other RRS's) and a Volunteer Contract. A volunteer could sign up for a specific number of hours per week, for a set number of months, to read the newspapers on the air, record magazine programs, or record a set number of books. They could also sign up to help deliver receivers when needed or conduct telephone surveys of the listeners. The contract was not intended to be legally binding, but it did let the volunteer know that we really needed them at a certain time. When volunteers cannot come in, they telephone ahead or fill out an "absence" slip so that substitute volunteers or staff members can fill in. Volunteers are also required to take a very simple reading test, to determine how well their reading aloud will broadcast. We have had to turn down very few

people. We prefer to try to work with anyone who has a sincere interest in the program, and have found that almost everyone's reading improves with practice. Many of the staff from other departments were skeptical as to how a service could be kept functioning by relying on volunteers. Now they admire how dedicated most of our volunteers are - showing up faithfully in all kinds of weather. It is not only the time, which amounted to slightly over 4,000 hours in 1980, that the volunteers contribute to the service; they provide a public relations function - spreading information about UPDATE. They bring in suggestions for books or magazine articles - even program concepts -that they think the listeners would enjoy. Quite a few of the volunteers became interested in UPDATE through acquaintance with a listener. Thus they are a source of feedback and comments from patrons. The volunteers could not be replaced by an equivalent of paid staff hours - there would not be the variety of voices, interests, and enthusiasms which the listeners really enjoy. At the beginning and closing of each program, the volunteers identify themselves by name, so that the listeners can feel as if a friend has been reading to them.

"The volunteers could not be replaced by an equivalent of paid staff hours..."

WHAT

Obviously the next question to be answered was exactly what to broadcast. We wanted UPDATE to be unique - not a duplication of other services. This meant we would not try to provide the type of news coverage offered by standard radio and television broadcasts. Instead of just highlighting each news story, we would attempt to provide more depth by reading the entire news article. We would also not be a duplication of NLS's Talking Book Program. We would try to broadcast different books, particularly those by area authors, and magazines not already available to the blind. For example, when we were in the planning stages, Newsweek magazine was available on recorded disc, while Time was not. We therefore read Time as our news magazine feature for the week.

After experimenting with local and area newspapers, we decided to start off with two hours daily of the local Jamestown Post Journal and one hour of the Buffalo Courier Express. This in no way permitted us to read the entire paper. We decided that the staff would prepare the papers for the volunteers to read. Thus each morning the Courier Express is checked for articles to be read, attempting to cover something from each section. Since the Post Journal donated two copies daily, we are able to completely cut up the paper into separate articles which is much easier than trying not to rustle a full size sheet on the air. The articles are then divided into categories and placed in manila folders, which the volunteers read in the same order each day. The listener then knows the approximate time to tune in if s/he only wishes to hear Local News, Sports, or whatever, rather than the entire paper for two hours.

The books are broadcast in soap-opera format - one hour each day. We started with a fiction bookhour and a non-fiction bookhour. We have since added a children's and/or young adult bookhour, after school is out. The books are all recorded at home by volunteers who are assigned portable cassette recorders. This at-home recording solved two problems - we did not at first have adequate recording studios for volunteers to complete the long hours of book recording, and working people without time in the day to come into the studios, but who had a quiet spot at home, could volunteer. Another issue we decided at the beginning was that books would not be edited, but read as written. To avoid offending some listeners we run a disclaimer before any book that might contain objectionable language or subject material, much the same as NLS annotates similar selections in their catalogs. We sometimes receive requests from listeners for specific books to be read. We try to fill these requests, depending on whether or not the material has already been recorded for Talking Books, and what sort of appeal it will have for the rest of our audience.

The magazine programs are generally on a subject basis, rather than just from one magazine, and are usually a half hour in length. Topics covered include health, consumer news, retirement life, history, sports, cooking, the "out-of-doors," science, music, careers, "nostalgia," and travel. Programs for children and young adults are arranged in a similar fashion. Since our listeners told us that they are not particularly interested in programs aimed at coping with handicaps, or rehabilitation oriented programming, we do not provide a large amount of this. One weekly half hour show is entitled "Operation Info" which might feature a series from another RRS called "The Law and the Disabled," or readings from journals and news-

letters of associations for the handicapped. Other articles are scattered throughout the programming. A new aid or appliance would be described on "Consumer News," while an outstanding handicapped individual would be featured on the "People" program.

SCHEDULING

In order to find materials for our programs, UPDATE has its own magazine subscriptions. The magazines are scanned by staff members and articles are selected to make up the programs. We try to match, as much as possible, the program material with a volunteer for recording. The volunteer's interest in a subject, or lack of it, comes across in the recording. Volunteers also tend to be more faithful about their recording if they know they'll be working on something they find enjoyable. A listing is kept of all programs with the main articles' subjects for each month, so that certain topics are not repeated too frequently. Once the program selection has been done by the staff, a large print calendar is typed, printed, and mailed to all of our listeners. This informs them as well about the books to be broadcast for the month, along with any changes in programming or broadcast hours.

UPDATE's broadcast hours have changed and expanded several times, trying to meet the needs of the listeners and still be within the capabilities of the staff. Automation equipment permitted us to add evening broadcast hours without the addition of staff. During these four hours we rebroadcast the day's newspaper readings, along with an added bookhour and magazine program. It brings our total current broadcast schedule to 71 hours weekly, from 9 a.m. to 9 p.m. Monday through Friday and from 9 a.m. to 8 p.m. on Saturday. Other services across the country use different approaches - based on staffing and listener requests. Some start earlier in the morning, take a "break" in the afternoon, and come back on for evening hours. Some are on for a few hours or all day on Sunday; others only on weekdays.

PUBLICITY

One thing that we had very little trouble with was publicity. A RRS was unique and relatively easy to promote. Both local radio stations were very generous in their promotion of the service. The local paper not only ran feature stories about the service itself, but also about the listeners and the volunteers. One editorial even helped in the initial search for volunteers. Since UPDATE was the first such service to be on the air full time in New York State we also received coverage by the Buffalo television stations on opening day. Many groups throughout the community heard about the service and requested tours or talks by staff members. A slide-tape program has also been produced which gives groups a clearer picture of the service. Publicity about the service is one of the primary means of locating potential listeners. Family members read an article in the paper and realize that their relative (or a neighbor) could use the service. Other agencies for the handicapped, such as the local South Western Tier Association for the Blind, also assist by informing clients about the Service.

"...books would not be edited, but read as written."

ELIGIBILITY

Patron eligibility requirements are the same as those used by Talking Book Service. In addition to visual handicaps, some of our listeners have physical disabilities, or learning disabilities, which prevent them from using normal print. Once the application form is completed by the listener, and a physician, case worker, or librarian certifies that the person is in need of the service, we deliver a radio receiver to the listener. We do not charge any fees for the service, since it is part of a publicly supported library system. Some RRS's around the nation request contributions from their listeners. Generally the suggested amount for contributions is less than the cost of a newspaper subscription.

FUNDING

Our funding for the service has been adequate enough so that we have not, so far, had to ask for contributions from the listeners, nor place potential listeners on a waiting list for receivers. The service started with Library Service and Construction Act funding, supplemented by CETA employees. Our studios were constructed with City of Jamestown Community Development Bloc Grant funds. We have received two years of Appalachian Regional Commission funding to add children, young adult, and career programming, as well as expand the broadcast coverage to the Olean, NY area, and possibly to the Dunkirk-Fredonia area in late 1981. We also received funding from the New

York State Commission for the Blind and Visually Handicapped, which allowed us to construct two badly needed recording booths, and purchase additional office and broadcasting equipment. CCLS has picked up the CETA positions and other expenses when needed. Some on-going expenses have been reduced by more advanced equipment.

LARGER ORGANIZATIONS

The Association of Radio Reading Services (ARRS) is a national group which seeks to expand RRS across the country. It holds an annual conference to share ideas and information. It also acts as a lobbying group as needed, particularly in FCC matters, legislation, or potential funding sources. At the 1980 ARRS conference, the four services on the air in New York State agreed to form the group Empire State Pool (ESP) of Radio Reading and Information Service for the Visually and Physically Print Handicapped, to share programming materials, to work together to secure funding, and to assist any other areas in New York State to begin a service. The other three members are: RISE, c/o WMHT, Box 17, Schenectady, NY 12301 (518) 356-1700; IN TOUCH NETWORKS, INC., 322 West 48th St., New York, NY 10036 (212) 586-5588; and RADIO VISION, Ramapo-Catskill Library System, 619 North Street, Middletown, NY 10940 (914) 343-4202. The ARRS can be contacted through its president, C. Stanley Potter, Association of Radio Reading Services, 1745 University Avenue, St. Paul, MN 55104 (612) 296-6034.

National Public Radio has a new Department, Services for the Print Handicapped, which produces programming for RRS. It also serves as a means of augmenting the programming currently available on radio reading services through the networking on public radio of high quality programming that would otherwise be unavailable to services. For example, newspapers such as The New York Times, read in New York, can be broadcast to other services, and thereby reduce duplication of volunteer effort around the nation. Unfortunately, UPDATE, not having connections with an NPR station, cannot receive these direct broadcasts, but we do use taped programs of a less timely nature. For further information contact, Betty Bird, Director, Services for the Blind Handicapped, National Public Radio, 2025 M Street, NW, Washington, DC 20036 (202) 822-2681.

We never intended that a listener would spend all day listening to UPDATE, although some people in nursing homes do just that. We try to provide a wide enough variety of programming so that there is something for every reading taste. There are also some visually handicapped people who are not interested in UPDATE, since they probably would not have read books or the newspapers if their sight were adequate to do so. They receive the information they want through radio and television. But for others UPDATE helps to fill in the gaps — both in information and in filling the hours in the day. Some comments from our listeners:

o A listener's daughter reported that her father enjoys listening to UPDATE, particularly the news. She could not believe it is a free service.

o The activity director at the Linwood Center in Olean was glad to have extra receivers for their activities department. They have many people who enjoy the Olean Times Herald News with their coffee in the morning.

o A new listener reported being happy to hear the news, especially articles from the Buffalo Courier Express - he likes being able to talk to others about the news. He also enjoyed an episode of an Old Time Radio Show.

o Caryl Pearson said she received a very nice thank you note from the Cassadaga Valley High School class that visited UPDATE and heard her speak about using braille and other aids for the handicapped. Caryl also hopes that we continue to read the Braille Forum magazine on UPDATE.

o A listener called to say that her radio receiver and Talking Book machine went "on the blink" at the same time, and she really missed UPDATE because she loves the news! She said, "I'm legally blind, and if I don't have my reading material, I don't know what to do."

UPDATE Radio Reading Service hopes someday to be part of a complete network of radio reading services across New York State and throughout the nation, so that all visually and physically handicapped people have access to the printed materials that they need. Anyone with questions about our service or who would like to visit our studios is welcome to contact us at UPDATE Radio Reading Service, Chautauqua-Cattaraugus Library System, 106 West Fifth Street, Jamestown, New York 14701 (716) 484-7135.

THE COLLEGE LIBRARY SERVING HEARING IMPAIRED STUDENTS

By Audrey Ritter, Resource Specialist
National Technical Institute for the Deaf at
Rochester Institute of Technology

The library staff in a college where hearing impaired students are enrolled need to know what problems these students encounter in libraries; and what different materials, information, and services they require. The needs of instructors and other college personnel directly concerned with the welfare of these students must be taken into account. Information about support services and communication aids for the hearing impaired, while not solely the concern of the library, should be readily available to the students and those responsible for their educational experience.

That the 1980's will see an increasing number of hearing impaired students enrolled in colleges and universities is to be expected. In part these increased numbers will come from mainstreamed secondary school programs encouraged by PL 94-142, but also as a result of the 1963-65 rubella epidemic. Statistics from the Office of Demographic Studies show an estimated total of 19,729 children with hearing impairments born between 1963 and 1965, as compared to the 9,715 born in 1960-62, and 12,186 in 1966-68.[1]

"...for many hearing impaired students reading and writing present a challenge."

CHARACTERISTICS OF THE HEARING IMPAIRED

What does this population have in common other than hearing loss? As individuals, each is unique, as different from each other as are their hearing fellow students. Age of onset and degree and range of deafness, all will have varying effects on the student's speech, language skill, and learning style. Someone deafened before the acquisition of language has difficulty learning English syntax and vocabulary. The average prelingually deafened person at age 12 has a vocabulary of 3,000 words, compared to a hearing person's 20,000; by twelfth grade the average prelingually deaf person's reading level has reached only fourth grade. Considering the entrance requirements for most colleges and universities, it is doubtful that someone with skills at that level would qualify, but it is worth remembering that for many hearing impaired students reading and writing present a challenge.

In addition, the lesser amount of information usually obtained through auditory channels lessens the chance that a deafened person will have acquired a broad background of general knowledge equal to that of hearing students.[2]

Other distinct differences arise from the communication philosophy which has controlled the student's upbringing and education. These range from a purely oral approach (speech and speech-reading), to total communication (speech, speech-reading, manual communication), to manual communication only. The communication preferences of hearing impaired students rest as much upon their educational background as upon their actual hearing loss.

USE ALTERNATE COMMUNICATION MODES

What all hearing impaired students do have in common is that they must depend on the visual sense in learning. In every case where a library or other educational setting uses an auditory means of presenting information, this must be replaced by a visual one. Amplification is often all that is necessary in the case of those students whose hearing aids bring them into the speech range, but if a battery runs out the student is cut off from the information.

The library, with its heavy investment in visual materials, would seem to be the ideal place for hearing impaired students to bolster inadequacies of classroom presentation and fill in missing areas of knowledge. However, hearing impaired students often arrive at college with library skills at a level below those of their hearing counterparts. They may not have been interested in using the library, a common adolescent feeling, and their secondary school may not have required it. Even if required, their

level of library competence may have been overlooked. Students have also found that indexes and other library tools frustrate them because of the language skill needed to use them easily.

Whatever the reason, the student needs to be singled out and oriented to the particular library she/he will be using. Librarians often do not recognize significant differences between the arrangement and policies of their own libraries and others a student may have learned to use. For the hearing impaired student it is important that everything needed to be known be presented clearly.

Depending on the communication preference of the hearing impaired student(s), an initial library tour can be interpreted or conducted with a small group to facilitate speechreading. Libraries using a slide/tape or videotape presentation should provide a script, or have the media captioned. A simply written handbook and library guide will reinforce the orientation.

"Encourage hearing impaired students to apply...will attract others..."

A more dramatic method of insuring that a student learns library skills is employment. Most college libraries depend on part-time student help for shelving and circulation tasks. Encourage hearing impaired students to apply, and their presence will attract others who are reluctant to enter the library. They are valuable aides when good sign language skills are needed, and benefit the library staff in learning that skill.

PRINT AND NONPRINT RESOURCES

Sign language courses seem to represent an attractive solution to possible communication problems with hearing impaired students. Sign is,however, similar to other languages in that it requires time and constant practice to master. This does not mean that librarians will lose by learning some basic signs and library vocabulary. Joy of Signing and the ABC Manual Communication are easy-to-use texts that can be kept on hand for reference. Even more concise is 133 Library Signs, an illustrated vocabulary in pamphlet form.

The Red Notebook, a joint project of the National Association of the Deaf's Library for Deaf Action and the American Library Association, was produced to bridge the gap between deaf persons and the library world. It contains an excellent section on communication with the hearing impaired, accommodating all preferences whether oral, manual, or total. The Red Notebook has a section on library use and bibliographic sources for deaf users, and one on deaf folklore.

Library materials that are helpful to the hearing impaired college student include those that simplify and clarify reading materials. Longman's Dictionary of Contemporary English, though aimed at a British audience, explains words and short phrases in simple, exemplary sentences. Boatner's Dictionary of Idioms for the Deaf does the same for English idioms that often confuse deaf people. Adaptations of classics and simplified versions of college text material help those students with language difficulties to gain an overview of what they are being taught before focussing on the original.

Captioned videotapes and films, which can be borrowed or rented, also provide a simplified text back-up for difficult subject areas. Those films that are frequently used in classrooms should come with a script for the audio portion to make them intelligible to those who cannot hear them.

Hearing impaired students are interested in news of the deaf community published in Deaf American, Silent News, and NAD Broadcaster. These publications provide information on deafness not found in better-known magazines and newspapers. News of research advances,telecommunications aids, and successes of deaf groups and individuals are important to students seeking their way in a hearing world.

Teachers and staff who are working with this population for the first time welcome materials describing the nature of deafness and its implications. They Grow in Silence, Deafness, Dancing Without Music, and Deaf Like Me, are accounts of deafness from different perspectives that acquaint the reader with a knowledge of the disability and the controversies it has engendered. Deafness Heritage chronicles the history of the deaf community, and Outsiders in a Hearing World presents that deaf world in a sociological perspective.

A valuable statistical reference source is Schein and Delk's Deaf Population of the U.S., based on the 1972 survey. Some information has

been updated, but nothing as comprehensive has replaced it. A comprehensive directory is the annual April issue of the American Annals of the Deaf, listing residential schools, colleges for deaf students, organizations concerned with deafness, and on-going research projects in that field. Fellendorf's Bibliography on Deafness indexes articles from three major deafness journals under subject headings, as does Harrington's Mediagraphy for films and videotapes. A good addition to the deafness reference collection is The Deaf Student in College, a handbook for teachers and administrators of mainstreamed hearing impaired students.

Journals containing articles of general interest on deafness include the American Annals of the Deaf, Volta Review, and Journal of Rehabilitation of the Deaf. Colleges having programs in speech and hearing, special education, linguistics, or rehabilitation will own journals in those disciplines containing information on deafness.

INFORMATION CENTERS

Questions about deafness that must be answered with very current information, or that are elusive in print sources may be brought to the attention of the information sections of nonprofit organizations or governmental agencies serving the hearing impaired. The Directory of National Information Sources on Handicapping Conditions and Related Services is a valuable guide to these, describing the services offered and how they may be accessed. An important source for colleges is the HEATH Resource Center of the American Council on Education, which draws on the experience of many postsecondary institutions to provide answers to questions concerning disabled students. For the sciences, a good contact is the American Association for the Advancement of Science's Project on the Handicapped in Science.

Two new information centers have been established to disseminate expertise on compliance with Section 504 of the 1973 Rehabilitation Act. One directs assistance to libraries only, the 504 Library Line of Harold Russell Associates. The other is the responsibility of the National Association of the Deaf, the Section 504 Assistance Project.

Counselors in college placement can contact the National Center for Employment of the Deaf for answers to questions they may have about finding jobs for hearing impaired students, or to obtain information for prospective employers. NCED has developed a computerized Career Matching System for deaf students who have completed a degree or diploma program. Employers enter job specifications into the system, and these are compared with the skills and job preferences of the students. If the two coincide, the employer contacts the job seeker directly.

"NCED has developed a computerized Career Matching System for deaf students..."

TELECOMMUNICATION DEVICES

Another important informational service can be rendered by the library through its awareness of support services and telecommunication devices available to hearing impaired students. College personnel seem most attracted to the tutor/notetaker service, the TDD, and the TV decoder.

The tutor/notetaker program provides support in the classroom for students who are trying to lipread the instructor, follow material written on the blackboard, and at the same time take notes on the lecture. A fellow student, paid or volunteer, becomes responsible for writing comprehensive notes and will tutor the student if necessary. The Tutor/Notetaker: Providing Academic Support to Mainstreamed Deaf Students describes the program as it is used at the Rochester Institute of Technology.

"The TDD functions as a telephone..."

The TDD functions as a telephone, using a computerlike console with a phone coupler. It transmits messages as a visual display, print copy, or both. Libraries with a TDD can receive reference calls from students, and when appropriate can serve deaf people in the community.

The television decoder, available from Sears, reveals the captions provided by the National Captioning Institute for a significant number of hours of prime time television

programming aired by NBC, ABC, and PBS. Educationally important shows can be taken off air and held for a limited amount of time so that a hearing impaired student may view them.

COMMITMENT

The investment a college makes in special library materials and services, communication aids, and support programs will depend to a great extent on the number of hearing impaired students it expects to serve. Usually they do not constitute a large percent of the student body unless the college is situated near a residential deaf school or a city with a large deaf population. A larger commitment is called for when the college provides programs training service workers in the field of deafness: interpreters, teachers, speech and hearing therapists, and/or social workers. Libraries contemplating the purchase of a sizeable collection on deafness should call on other colleges with indepth materials, for instance, Gallaudet, Rochester Institute of Technology, and California State University at Northridge. The recently established Library Services to the Deaf Section, a sub-group of the Association of Cooperative and Specialized Library Services of the American Library Association, publishes a newsletter for members containing reviews of books and media on deafness, and provides a focus for those serving the hearing impaired.

Historically, hearing impaired people, unless deafened in later life, have not made extensive use of library services. They also have not been enrolled in post-secondary institutions in great numbers. For career mobility, informed citizen participation, and life enhancement, hearing impaired students need a source of information they can access on their own. Libraries provide this, and it is the college library that has the best chance of introducing the student to this wealth of knowledge.

NEW QUARTERLY JOURNALS FROM HAWORTH PRESS

Three new quarterly publications have been begun by Haworth Press of New York City. Legal Reference Services Quarterly under the editorship of Robert C. Berring, Law Librarian, University of Washington Law School, welcomes contributions especially that deal with practical material useful for current problems and issues faced by reference librarians dealing with legal materials in libraries of all settings. An "Instructions for Authors" brochure is available from the editor at Condon Hall, Seattle, WA 98105.

C. Donald Cook, editor, Cataloging & Classification Quarterly, Faculty of Library Sciences, University of Toronto, 140 St. George Street, Toronto, Ontario, Canada M5S 1A1, is distributing a brochure, "Instructions to Authors," to authors who provide a return-addressed envelope. His journal, in its charter issue, includes articles on the public catalog, catalog planning, classification research, specific new problematic areas of AACR 2, book reviews, news in the cataloging field, and a checklist of new books in the areas of cataloging and classification.

The theme of the first issue of Science and Technology Libraries is "Planning for Online Search Service in Sci-Tech Libraries" and two future themes are "Cooperative Projects and Networking" and "Training of Sci-Tech Librarians and Their Users." Three special sections in the journal are: a compilation of information on sci-tech data bases and their online utilization, a collection of current reviews, and short communications from any sci-tech librarian wishing to contribute a brief account of some project or activity of interest to his/her colleagues. The editor is Ellis Mount of the School of Library Service to Columbia University.

LIBRARY SERVICE FOR THE HEARING IMPAIRED

By Collette Sangster, Director
Library Information Services
St. Mary's School for the Deaf, Buffalo

LEARNING TOTAL COMMUNICATION

Communication with patrons has always been an important aspect of librarianship. In library school we are taught such skills as storytelling, conducting the reference interview, and design of media programs. Some degree of fluency in Total Communication (TC) is a must for librarians who anticipate serving the deaf community. Total Communication is defined as use of the full spectrum of the language modes including speech, speechreading, gestures, signing, reading, writing, fingerspelling, media, and the utilization of any residual hearing through the use of hearing aids.

Proficiency in signing, the "glamour girl" of TC, builds upon usage in the same way as learning any foreign language builds. To expect any public library staff member to become fluent in signing is expecting full mastery of every subject housed in the collection. That is an impossible goal.

"...reading is difficult for most deaf children."

Fingerspelling is the workhorse of TC. It can be used to convey any message. Contrary to general thought, there is not a sign for every word, so ultimately we must resort to fingerspelling. For a librarian who has only occasional contact with a deaf person this is an excellent medium of communication. The alphabet is easily learned; proceeding slowly, words can be spelled; and the message understood. Receptive fingerspelling skills are more difficult to attain but with patience and good will it is possible.

Assistance in learning Total Communication can come from a variety of sources: the local deaf community center, registered interpreters for the deaf, a nearby school for deaf or hard-of-hearing students, rehabilitation services, or referral services for information about hearing impairment, both within and outside the local political jurisdiction.

Courses in Total Communication are sometimes offered in adult education programs in the local school district or at the college level.

PHYSICAL ACCOMMODATIONS FOR MEETINGS

Interpreters for public meetings would be appreciated by the deaf community. Often meetings on subjects of a local or controversial nature are held in the library community rooms. Deaf persons have an equal interest in these issues but do not always have equal access to the information on subjects that can affect their daily lives.

When presenting interpreted programs for large groups it is important to have clear sight lines to the interpreters, the other persons in the room, and displays. Columns are definitely barriers and rooms containing them are a poor location. Appropriate lighting must be provided in as much as inadequate lighting can make Total Communication difficult to follow because facial expressions, body movement, and gestures would be obscured. Storytellers and interpreters should be careful to avoid backlighting which makes them hard to observe. Backlighting makes overall visibility especially difficult and fatiguing just as glare from windows does. It is important to provide lighting that will make Total Communication possible during media presentations. A common device for attracting the attention of deaf persons is to flash lights, so, if possible, controls for lighting should be located near the lecture stand.

For small group meetings, oval or round tables are best not only for sight lines but to foster a spirit or group unity. Those who question the shape of the table in determining esprit de corps should recall the difficulty in the selection of a table for the peace talks in Paris after the Viet Nam War.

An active parents group might work with you in developing programs. A story presented

in TC by a parent is a very effective way of promoting deaf awareness.

SPECIAL BOOKS FOR THE DEAF

There are many nonverbal books which can be especially useful for the person who is beginning to work with the deaf. Unfortunately some of these tend to have a small format which can make them difficult for group work. The best of children's picture books are so well illustrated that the illustrations will carry the story with a minimum of interpretation. Books written in signed English are available. These are brightly illustrated books which have both the text and the signs printed together. These are adaptations of favorite childhood stories, nursery rhymes, and some stories especially written for the young deaf child. There are some popular children's books with sign translations of the books printed on dry stick paper applied directly to the book. The exact English word order has been followed. In addition to signed books there are posters or cards available which illustrate nursery rhymes and the manual alphabet. Providing these cards to interested patrons would be an appreciated and instructional service.

Because of the language barrier, reading is difficult for most deaf children. Finding and utilizing books which will motivate youngsters to read and enjoy is a demanding task. Searching for high interest, low vocabulary materials is a constant project. Slang and idioms present problems even in these materials.

A collection of books and pamphlets on Total Communication and the problems of deafness would be well received by not only the deaf but the professionals who work with them. Bibliographies and resource and reference files are informational services which should be developed. Parents, teachers, social workers, and medical personnel all require additional information. Check your community resources to be sure you are not duplicating but rather enriching and implementing services. Interlibrary loans may serve you. This also has the advantage of building professional contacts for further sharing of information and resources.

CAPTIONED FILMS

Captioned films are available from Captioned Films & Telecommunications Branch, Bureau of Education for the Handicapped, Department of Education for any library presenting a program with deaf persons in the audience. The majority of these films are educational but there are more and more entertainment ones being captioned. Since they are shared with Schools for the Deaf and other agencies, it is important to plan your programs early. Lesson guides are available for school librarians.

SPECIAL EQUIPMENT

There is a variety of special equipment appropriate for library usage on the market today that can serve as a communication link for the speech or hearing impaired person in his/her telephone or distance, as opposed to face to face, communication with others.

Some enable the deaf or deaf/blind person to know when someone is calling; others assist in amplification of the message and still others can record the message for the time when the deaf person can retrieve it.

There are telecommunication devices such as teletypewriters — a system by which deaf individuals can communicate with each other by typing back and forth across regular telephone lines. There is a variety of teletypewriters available from portable models to stationary ones which require a television set to display the conversation. The most sophisticated version of this is the TV phone. This is a telephone communication terminal designed especially for the deaf and hearing impaired which integrates a standard typewriter style keyboard and acoustical coupler. This provides telephone communication by reading the typewritten conversation on the screen.

A teletypewriter in the library could greatly expand services to the hearing impaired. With this equipment reference service could be expanded. A news service for deaf people could be developed through TTY or more traditionally, a newsletter. Many Federal offices have TTY for the deaf persons to reach them with questions on income tax, consumer, or legal problems.

Many library systems are taking full advantage of modern technology to provide access to information for the deaf with new and innovative programs.

The Deaf Community Center in Framingham, Massachusetts has been working with a federally funded program (HEW-CAT) Health-Education-Welfare-Computer Assisted Telecommunications. Terminals have been placed in public institutions which then provide up-to-date information on news, weather, health, sports,

legal, consumer, and other pertinent information with depositories of indexed information that can be easily browsed and retrieved. In Framingham the Library, the Museum of Fine Arts, Northeastern University, a hospital, a travel agency, and the telephone company all provide information. The computer storage capability makes this more useful than other current communication devices. Messages can be filed and retrieved at leisure so that the recipient need not be present when the message is sent. The sender of a message does not have to know where the recipient is located in order to send the message; since the computer access number is independent of geographic location. The deaf persons can use the terminals installed in their homes to exchange personal news or to meet their information needs.

"...proceeding slowly, words can be spelled; and the message understood."

There are a great many modifications of the telephone which can be made to assist the deaf depending on their individual requirements. Some of these in coin operated phones are now being made routinely by the telephone company. Other modifications include the following:

visual alert that attaches to a telephone and flashes on and off when the telephone rings

an adjustable volume control built into the telephone receiver

telephone bells of different pitch and loudness can be obtained if there is difficulty in hearing a regular phone

closed circuit TV system for communicating messages or serving as a visual intercom in high security areas

sound amplifying systems

individual "vibrating pagers" for contacting the deaf person out of reach of other communication systems

message center light systems between receptionist's desk and individual rooms or offices coded to indicate phone calls, messages, or visitors.

"visible doorbell" that activates a flashing light or, for the deaf/blind, a fan.

IMPROVE LIBRARY ENVIRONMENT

These recommendations are applicable to deaf persons working in libraries as well as to those who use its resources to meet their educational needs. The greater number of these recommendations would effect changes in the library environment which would be of benefit to any person, not only the deaf. Better lighting, acoustical control, and information storage and retrieval result in improved library services to the general public. Proper task lighting is important in reducing eye strain. Tests have indicated that there are more visual problems among deaf youngsters than in the general hearing population. Eye problems are more disabling to a deaf than a hearing person so it is imperative to minimize eye strain.

It is as important to reduce background noise and interference for the hearing impaired as for the hearing person. Exterior noise can be minimized by selective site location and the use of landscaping for new construction. Mechanical noise, vibrations, and static electrical interference should be reduced. Ultra-high frequency sound security systems and low cycle transformers should be avoided as they can present problems for hearing aid users.

Those persons with residual hearing require design modification in new construction or changes in existing facilities. Sound reverberation can be controlled by carpeting and use of acoustical tiles on ceilings and walls. Airborne sound should be insulated by providing such structural components as double glazed windows and enclosed stairwells. Doors opening onto corridors should be located opposite each other.

Some of the material on access was adapted from an excellent booklet, Breaking Through The Deafness Barriers: Environmental Association For Hearing Impaired People by Margaret Milner at Gallaudet College, Washington, D.C. This was prepared under the sponsorship of Mr. Thomas A. Lilis, former director of the Physical Plant at Gallaudet. This department is developing specific architectural standards on access for the deaf. This will be a valuable resource for the library community when finished.

Alerting deaf persons to fires or other hazardous situations in public buildings is a matter of concern. Some of the devices that can be used for emergency warning systems are:

those which activate lights, vibrators, and/or fans

emergency reporting devices that do not require voice communication

graphic message indicating that emergency message had been received (A deaf person stuck in an elevator could be told that assistance was at hand, for instance.)

visible signals on security alarms

warning lights that flash when machines are running or indicate that a machine has finished its operation

RESOURCES

Gallaudet College also can serve as a resource for directories of information, book catalogs, and interlibrary loan. Gallaudet sponsors an extensive continuing education program and would welcome the opportunity to share its expertise and materials with others.

Quota and Lions Clubs are two service organizations that have as one of their goals, aid to the deaf. Quota has developed a packet of informational materials on deafness. The National Association of the Deaf in Silver Spring, Maryland is another organization which can be of help in locating materials.

"[Build] professional contacts for further sharing of information and resources."

The Midwestern Library Service of Kitchener, Ontario provides captioned book reviews on videotape. These are then broadcast by the Deaf Television Resource Center in Toronto. Onondaga County Public Library in Syracuse, New York has a video collection of signed and captioned programs which reaches their deaf viewers over cable TV.

A library system should be able to capitalize on the closed captioning for TV to present programs for those deaf patrons who might not be able to purchase the special adapter units.

OUTREACH SERVICES

A wide range of outreach programs is possible. Take information back to the groups and individuals you contacted when learning about the location and needs of deaf persons in your community. Attend a meeting of the adult deaf or a parents club and inform them of all that the public library has to offer, remind them

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"A news service for deaf people could be developed through TTY..."

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that you have meeting rooms available. If communication is a problem, develop a media presentation or arrange for an interpreter. Bring a collection of books and leave them for a time. These don't necessarily have to deal with deafness. The adult deaf might appreciate the Guiness Book of Records, dictionaries, books on child development, an almanac, and/or mysteries. The adult deaf community in Buffalo is concerned with the employment situation. Attempts are being made to secure more positions in the postal service. What more appropriate materials could you bring than civil service test study books or other related materials, such as the employment rights of the handicapped?

What are today's issues for the deaf in your community? Research these needs and develop responsive programs.

The National Technical Institute for the Deaf in Rochester, New York has established a National Center on Employment of the Deaf. The Center is responsible for establishing a clearinghouse of research information on employment of the deaf. It will also develop training programs for vocational rehabilitation counselors, professionals working with the deaf, and employers. Those public libraries which have Job Information Centers may contact NTID for assistance if there are deaf persons requiring this type of information.

Evaluation of programs for the hearing impaired can come as feedback from staff, community, and organizations. It would be important to develop methods by which successful programs can be incorporated into the regular budget.

PROFESSIONAL ORGAINZATIONS AND CENTERS OF INFORMATION ON DEAFNESS

ALEXANDER GRAHAM BELL ASSOCIATION
FOR THE DEAF
3417 Volta Pl., N.W.
Washington, D.C.

AMERICAN DEAFNESS AND
REHABILITATION ASSOCIATION
814 Thayer Avenue
Silver Spring, Md. 20910
Publishes Journal of Rehabilitation of the Deaf

CONFERENCE OF EXECUTIVES OF
AMERICAN SCHOOLS FOR THE DEAF
5034 Wisconsin Avenue, N.W.
Washington, D.C. 20016

DEAFNESS RESEARCH AND TRAINING CENTER
New York University
800 Washington Sq., East
New York, N.Y. 10003
Publishes a newsletter

PROFESSIONAL REHABILITATION WORKERS
WITH THE ADULT DEAF, INC.
814 Thayer Avenue
Silver Spring, MD 20910

TELETYPEWRITERS FOR THE DEAF
P.O. Box 28332
Washington, DC 20005

PHONICS CORPORATION
814 Thayer Avenue
Silver Spring, MD 20910

CAPTIONED FILMS FOR THE DEAF
DISTRIBUTION CENTER
5034 Wisconsin Avenue, N.W.
Washington, DC 20016

EMPIRE STATE ASSOCIATION
OF THE DEAF
c/o Mr. Tracey Hurwitz
100 Holley Brook Drive
Penfield, N.Y. 14526
Publishes Empire State News

NATIONAL ASSOCIATION OF THE DEAF
814 Thayer Avenue
Silver Spring, MD 20910
Publishes The Deaf American

NATIONAL CENTER FOR THE LAW AND
THE DEAF
7th and Florida Avenues, N.E.
Washington, DC 20002
Publishes quarterly newsletter

NEW YORK LEAGUE FOR THE
HARD OF HEARING
71 West 23rd St., 18th Floor
New York, NY 10010

NEW YORK STATE PARENTS OF
HEARING IMPAIRED CHILDREN
134 South Street
Auburn, NY 13201

QUOTA INTERNATIONAL, INC.
1828 L Street, N.W.
Suite 908
Washington, DC 20002

LIONS INTERNATIONAL, INC.
Hearing Conservation & Work with Youth
York and Cermak Roads
Oak Brook, IL 60521

THEATER EXPERIENCES FOR THE DEAF

Ricky Smith had a dream - to bring theater to the deaf nationwide. By bicycle this deaf-mime artist has toured the country in 1981 performing and giving workshops in many cities for both hearing and hearing impaired audiences. He has had his hearing-ear dog, Butterfly, with him on the 4,200 mile, April to October tour from San Francisco to Boston.

Educated in Rochester NY, Ricky Smith has applied his talents in various theater companies across the country and now works as artist-in-residence at the Metropolitan Arts Council in Omaha, Nebraska where he serves as primary artist in a project designed to bring theater to the deaf and hearing impaired. More information about this project is available by contacting the Metropolitan Arts Council, P. O. Box 1077, Downtown Station, Omaha, Neb. 68101.

THE COLLEGE LIBRARY AND THE HANDICAPPED STUDENT

By Carolyn Wolf, Reference Librarian and Assistant Professor Hartwick College, Oneonta, NY

Fran Bowe, on pages 40 to 41 of his book, Handicapping America, Barriers to Disabled People, provides a good description of the handicapped individual:

> ... disabled Americans vary among themselves so greatly that generalizations are exceedingly difficult to make. But we can say this: there is no such thing as a typically disabled person... Disabled people are no different from the rest of us except that they have disabilities, just as some of us are red-haired, tall or shy; or perhaps I should say that disabled are as different as the rest of us.

IDENTIFYING THE HANDICAPPED OR DISABLED STUDENT

College students may have any type of handicap or disability: the obviously physically handicapped (e.g., blind student), the less or nonobviously physically handicapped (e.g., the deaf or dyslexic student) or the temporarily handicapped (e.g., athletic injury or broken bone). Because of the geography of some campuses, such as Hartwick College, the number and type of handicapped students will vary from one college to another. We could have difficulty serving a student in a wheelchair only because the campus is built into the side of a steep hill. However, our blind students have told us that the hills and many combinations of stairs make it next to impossible to get lost as no two places on the campus are identical.

If the library plans to provide special services to the handicapped student, the services should be advertised. It is also necessary to identify all the handicapped students and inform them individually of the services provided by the library. If the student body is small, those students with obvious disabilities will be easy to identify. If the handicap is not obvious or the student population is large, assistance from other offices on the campus will be needed to identify those students who should be informed of special services provided by the library. The admissions office is a good place to begin. Many colleges provide a place in the application for the identification of a handicap. The library director may contact the admissions office and determine if they will notify the librarian working with the handicapped students of any handicapped students who have been admitted. The librarian should contact each student to explain the scope of the library's services and special facilities. Not all students will be identified by this procedure so it may be helpful to contact the campus clinic or health office. If the clinic declines to identify the handicapped students, have the clinic staff contact the students and inform them of the library's services. Request them to ask the students to stop into the library and meet the librarian working with the handicapped students. The business office is another useful place for identifying the handicapped students. Many of the students will be receiving aid from State and Federal government agencies and can be identified thusly. Some business office personnel may not wish to provide the library with a list of names, so request that they inform the students of the available services. Large student bodies may have a student organization of the handicapped and this group should also know of the services and the facilities provided by the library and explain them.

The faculty members should also be aware of the services provided by the library as they may identify students with a handicap and can then refer the student to the library for assistance, if needed.

STAFF

Before deciding on the scope of services your library can provide, it will be necessary to identify a member of the staff, not necessarily a professional, who is willing to work with the handicapped. A willing volunteer will provide better service than someone who is drafted or assigned the job. The handicapped student rarely requires more of the staff time than does any other student. The staff member should try to meet with some of the handicapped students to determine what are their immediate needs and requirements. Begin by meeting these needs, and then you may gradually expand your services

as the students use the library more. The library staff must also be aware of the fact that many handicapped students neither require nor need special services, so don't be pushy. Just let them know that you are there, just in case they do need some assistance now or some time in the future.

SERVICE

One of the basic questions the staff member needs to be able to answer for the handicapped students is, "Where can I get this information or book?" It is useful to determine what resources are already available on the campus. Try to determine if any of the college employees can transcribe into braille, interpret for the deaf, or are willing to tape materials or read to students. Keep a file of their names. Try to obtain the same information about the people in the community. Even small towns have organizations, such as the Lions Club, which can provide information, assistance, and sometimes funds, and/or equipment. At times, the services of these volunteers can be vital to students. Keep a file of those people who might provide other types of service such as repair of tape recorders and other equipment or provide transportation.

"...people who might provide other types of service such as repair..."

A student using braille may need an easily accessible place to store braille books. In general dorm rooms are small and braille books take up a lot of space. If your library can spare a couple of shelves for a student's use, they will be appreciated. The library is generally open many hours and is accessible so the student can store volumes not needed at the moment. If there are many (three or more) students using braille, the library may wish to consider purchase or long term loan of a few braille reference books such as a good dictionary and a thesaurus.

Most of the requests for assistance will deal with books. Providing the books needed in the format required (braille, tape, or large print) is nothing more than an interlibrary loan. As with all interlibrary loans, the librarian needs to know which library to ask. To locate books in the desired format, a collection of catalogs from information centers is needed. These catalogs will assist in locating required readings and also materials needed for assignments such as term papers. Once you begin to look, you'll find there are a large number of people and organizations waiting to provide materials for students. Most of the catalogs listing available books are free or inexpensive. I have found the best source of college texts is Recordings for the Blind (RFB) in New York City. They deal mainly with college students and adults and have a large collection of master tapes. Their catalog is basically arranged by subject (Dewey System) with an author index. The catalog is generally issued every other year, with supplements to keep it updated. The price of the last edition was $5.

If you do not find the exact volume needed listed in the catalog, request the book anyway. RFB is continually recording new books in their studios, located nationwide, and the book may have been taped since the last catalog was issued. If the book is not available the student will be notified. RFB will record books on request. They require two identical ink-print copies which will be returned after the taping has been completed. Usually within four to six weeks the student will begin to receive tapes. I send library copies of the text when available. If the library cannot supply the text I check with the college bookstore, and, if they have sufficient copies, I send volumes borrowed from the bookstore. If the bookstore is unable to supply the two copies, publishers will send copies directly to RFB on request. They have always been cooperative with my requests. On occasion I have borrowed a copy from another library to have two copies to send to RFB. This is sometimes necessary for literature requests. Other libraries are usually good about extended loans for taping.

Because tapes or braille are not always immediately available, I encourage the students to contact their professors about textbooks and supplementary readings at the time of pre-registration for the following term. Most faculty members are cooperative and will give the student a list. The staff member should then begin to locate the books. This method provides time for books to be taped or brailled before the term begins. If a faculty member does not give the student the titles of the books or the student has difficulty locating the faculty member, then the staff member or the student should contact the college bookstore for a list of textbooks for the particular course(s). The bookstores generally require lead time to order texts so that they are available at the bookstore before a term begins, thus they will be able to supply a list of

books ordered by a specific faculty member for a specific course.

Another useful catalog is published by the American Printing House (APH) in Louisville, Kentucky. The Central Catalog is published every other year, and as its title suggests, it is a union list, arranged by title only. It includes the holdings of 100 or more braille, tape, and large print collections nationwide. The catalog is only a guide and it is necessary to contact the holding library directly, not APH. APH prints a limited number of the Central Catalog, and if the supply is exhausted, they will tell you who in your area has a copy. APH also publishes specialized catalogs. Write to them for a list of their publications and services.

There are many other catalogs to consult: some commercial such as G.K. Hall's catalog of large print books; some local, such as the public library systems' catalogs of large print books; and some associations' catalogs such as the National Braille Association's Braille Book Bank.

The Library of Congress has many useful publications such as Sports, Science, Talking Books Adult, Talking Book Topics (a bi-monthly publication), Braille Book Review (also bi-monthly), and Press Braille Adult. These are just a few examples of the catalogs available. For additional information contact these organizations as well as the New York State Library for the Blind and Visually Handicapped in Albany. (For addresses see the end of this article.) Most catalogs are free so starting and maintaining a collection of these catalogs of books and descriptions of services and equipment is inexpensive.

"RFB will record books on request."

If a student is writing a paper and needs some braille or taped or large print books, consult those catalogs with a subject index and assist the student in choosing books just as you would assist any student working from the card catalog. If this approach is unsatisfactory, consult the standard bibliographic tools and locate specific authors and titles and search for these in the catalogs. This is essentially what any student would do when working on a term paper and needing more information than what is available in the college's library. The request becomes an interlibrary loan, just borrowing a book from another library for use by a student, only the format of the book is different.

ADDITIONAL SERVICES

As the library staff becomes acquainted with the individual students and their needs, other services may be added such as extended

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"If a student...needs some braille...books, consult those catalogs..."

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loans for those students who must depend on others to read the materials to them. An example of a special service we provide to all students is our contacting libraries in the area where off-campus programs are taught and requesting permission for the student to use the library there if needed. This is done before the students leave the campus. We have also done this for two blind students who were going to Spain. A letter was sent to the national library for the blind in Spain, indicating where the students would be staying and requesting information about libraries the students might use. The Spanish library was extremely helpful, not only indicating the nearest library for the blind but also providing information on other services and names and addresses of people to contact if the students had any problems.

UNDERSTANDING THE PROBLEMS OF THE DISABLED

If none of the staff have ever worked or associated with handicapped individuals it might be useful for them to read about the handicapped (disabled). An understanding of their problems will enable staff members to provide better service. Handicapped individuals are just that: individuals; they have the same variety of needs as the rest of the population. An excellent book to consult for information specifically on the education, library experience, and service to handicapped children (remember that all college students were once children) is by Ruth Velleman, Serving Physically Disabled People. This book provides information on library furniture, arrangement, and services. It has an excellent list of names and addresses of organizations which provide information and assistance to the disabled.

Another book which provides some insights into the problems of the disabled is William Roth's The Handicapped Speak, a collection of interviews with disabled people on all aspects of life.

BUILDING ACCESSIBILITY

Being willing and able to provide service is fine, but make sure the library is accessible. By now all buildings should have complied with section 504 which requires accessibility. Take a close look at your library and see if it is really accessible. Are the doors easy to open? Do you have at least a few tables which will accommodate a patron in a wheelchair? How accessible are the stacks? Can a patron in a wheelchair or on crutches personally get books? Is every floor accessible by elevator? Does the study area have adequate lighting? Does your security system make it difficult for patrons with wheelchairs or on crutches to enter and leave the library? Look at the library with the view of anyone with a disability, permanent or temporary. Many features which seem to be designed to help only those with permanent disability also aid all of us. For example, wide doorways are easier to navigate with an armful of books, easy to open doors are appreciated by everyone, as is good lighting.

"...the solution, in most cases, will not be expensive (but) may not be easy..."

Does your library have a room(s) where the handicapped student can work with a reader, tape recorder, braille writer, or other equipment? Is the room soundproof or nearly so? Will handicapped students have priority use of these areas? These are a few questions which should be answered and the solution, in most cases, will not be expensive, although some problems may not be easy to solve, such as the distance between stacks.

EQUIPMENT

If your college has handicapped students, what special equipment should the library purchase? This will be determined by the needs of students on campus and those accepted for next year. The library may wish to purchase one or more tape recorders (recorded books are taped on four tracks at a slow speed and special machines are needed) or reading aids or communication devices. Special furniture is available to accommodate a wheelchair patron, so consult the standard catalogs of library suppliers for types, models, and prices. Students with special need for this equipment in their college study will benefit throughout their years on campus and ever after by having had the best equipment to foster more productive preparation for life and livelihood.

ADDRESSES

American Printing House for the Blind
1839 Frankfort Ave.
Louisville, Kentucky 40206

National Library for the Blind
and Physically Handicapped
Library of Congress
1291 Taylor St., N.W.
Washington, D.C. 20542

Recordings for the Blind
215 East 58th Street
New York, N.Y. 10022

New York State Library for the
Blind and Visually Handicapped
Cultural Education Center
Empire State Plaza
Albany, N.Y. 12230

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FACING THE CHALLENGE: THE NEW YORK PUBLIC LIBRARY'S PROGRAM OF SERVICE TO THE BLIND AND PHYSICALLY HANDICAPPED*

By Barbara Nugent, Principal Librarian
Library For The Blind and Physically Handicapped
The New York Public Library

It is clear that recognition of the rights of disabled Americans is burgeoning. As Lilly Bruck, an authority on consumer education for disabled people, asserts: "The 1970's will likely emerge as the Decade of Disability, for it is in this decade that historic civil and human rights advances by disabled people were dramatically achieved."[1] The signing in 1977 of Section 504 of the amended Rehabilitation Act of 1973 ensuring disabled citizens access to federally assisted programs signalled the emergence of the disabled as an articulate social and political force.

The recent victories and newfound support in the quest for dignity and opportunity, underscored by the designation of 1981 as the International Year of Disabled Persons, have propelled the disabled, once an almost invisible group, into the mainstream in ever greater numbers, presenting a new challenge to society in general and to libraries, as public institutions, in particular.

The New York State Advocates Office for the Disabled estimates that there are in excess of 1,125,000 disabled persons living within the confines of New York City. Approximately 300,000 of these persons are under 18 years of age.

Within The New York Public Library, as in other federally assisted institutions, equal access regulations have initially resulted in the empaneling of committees to appraise the special requirements of disabled persons, to offer suggestions for additional services, to make recommendations for compliance, and to prepare for staff sensitivity training. Plans to remove architectural barriers have been made and have begun to be implemented. Doubtless, the considerable attention directed toward the special service needs of disabled patrons will culminate in enriched and expanded services accompanied by intensive outreach activities.

The services rendered to the blind and physically handicapped by The New York Public Library are nearly as varied as the needs of the public it serves. While newer services reflect renewed efforts to serve disabled persons, others show historic and ongoing concern to meet the needs of this patron population.

The first extension of services by The New York Public Library to patrons with special needs is documented as involving services to the blind in 1903.[2] Later, The New York Public Library engaged the first librarian to be designated a specialist in children's materials for the blind. The Library's initial effort is continuing through it's Regional Library which performs it's duties in partnership with the National Library Service for the Blind and Physically Handicapped.

THE NATIONAL EFFORT

Providing access to the pleasure and information which can be absorbed from the printed page in special formats to those whose physical impairments preclude the use of standard print has been the legal mandate of the National Library Service for the Blind and Physically Handicapped, a division of the Library of Congress since 1966. At that time, the passage of Public Law 89-522 significantly expanded the eligibility requirements from the original Pratt-Smoot Act of 1931 which had extended this service to adult blind persons only. To implement this mandate the Library of Congress developed a national network of cooperating Regional Libraries which serve as the circulation and distribution centers for their materials within designated geographic locations. Utilizing free mailing privileges, the continuing acquisition of federally supplied special format materials, including accompanying equipment, and having ready access to

*The author thanks those staff members who contributed to this article.

resources and information on a national level, these special libraries have over the years developed the expertise necessary to provide comprehensive library services to vast numbers of eligible patrons.

Among the original members of this network were the two Regional Libraries in New York State, the Library for the Blind and Visually Handicapped, an arm of the State Library in Albany, serving the 55 upstate counties, and The Library for the Blind and Physically Handicapped, a branch of The New York Public Library, encompassing the seven downstate counties. The latter includes two locally administered subregional libraries, The Talking Book Service at the Nassau Library System in Uniondale and Reading for the Handicapped, housed at the Suffolk Cooperative Library System in Bellport.

THE LIBRARY FOR THE BLIND AND PHYSICALLY HANDICAPPED

The Library for the Blind and Physically Handicapped commenced service as an integral part of The New York Public Library in 1903 when the transfer of a deed from The Free Circulating Library for the Blind entrusted all it's "real and personal property" to this institution in the interest of providing "a permanent home and permanent support, so that it may go on for all time doing its noble work."[3] Initially occupying one room with a collection of 1,649 volumes of braille, this library has increased in size and scope to include over 205,000 recorded and braille volumes and remains one of the largest Regional Libraries in the nation.

The services of this special branch include the postage free circulation of recorded materials accompanied by loans of indefinite duration of appropriate sound reproducing equipment throughout the five counties of New York City. The Regional Library distributes braille materials directly to patrons who reside within all seven downstate counties. The Regional Library serves as the official link between the subregional libraries and the Library of Congress. In this capacity it provides consultative and support services.

In addition to the distribution of Library of Congress materials, the Regional Library publishes a newsletter and provides individualized advisory, reference, and referral services. The Library cosponsors the Kurzweil Reading Machine programs and provides visual aids such as recorded encyclopedias and the Visualtec, an electronic magnifier, for loan to patrons. To assist local libraries in their endeavors to serve patrons with special service requirements, sensitivity training programs to further this end are offered. A new service, the Audio Book Studio Production Program, designed to record and make available materials needed locally but not produced by the Library of Congress has been introduced.

Outreach activities are continuous and have involved speeches to groups, display booths at health fairs and conferences, class visits, library programs, public service announcements, and close cooperation with the Citizens' Advisory Council to the Library for the Blind and Physically Handicapped and agencies serving the print impaired.

Financed by a State grant in 1977, the Regional Library introduced an automated system of circulation control. This system, which was designed specifically for the use of libraries for the blind and physically handicapped, has caused substantial improvements in the quality and quantity of services offered.

"The Regional Library serves as the official link between the subregional libraries and [LC]."

Significant software features include the ability to store patron registration data; books requested, reserved, and loaned; patron reading preference profiles; pertinent bibliographic information for each title; and inventory data bases. This information allows books to be issued in response to requests for specific titles from lists submitted by patrons or to serve readers using the profile selection mode - the automated matching of a patron's reading preference profile with the bibliographic data profiles of available titles. A high integrity system of inventory and circulation control is maintained by the utilization of optical scanning. This technique is also applied to record high volume bi-monthly patron request lists. A program which uses books returned the previous day, but not yet reshelved into the collection, saves much time and labor. By targeting these items, which are deposited on special holding shelves for the first search, and issuing them whenever possible, the system maximizes shipping efficiency and obviates the need for much shelving and pulling.

The program of the Regional Library is underwritten by Special State Aid, Library Services and Construction Act grants, and local administrative allocations.

THE LIBRARY REACHES THE HOMEBOUND

The services of this alternate-format library were followed subsequently by other services for the disabled patrons as needs became apparent. Two programs designed to place the resources of the library in the hands of persons, who, because of physical limitations, are incapable of visiting the library, are the Books-By-Mail and Homebound Delivery services. The programs which circulate standard and large print materials to homebound patrons of all ages are publicized through the distribution of informative registration applications.

"...ensure that the disabled are portrayed in a non-stereotypical, realistic manner."

Books-By-Mail, an essential service, requires a certification of eligibility from patrons upon registration. Homebound patrons, who are supplied with materials from designated libraries in their communities, may request books by author, subject, or title. Books intended for circulation are packaged in special mailers with self-addressed, pre-stamped turnabout labels to allow for the uncomplicated return of materials at no cost to the patron.

Available on a limited basis is the highly personalized Homebound Delivery Service. This program, a cooperative venture between the Library and other service programs, utilizes volunteers to deliver materials to eligible homebound patrons only within the service areas of participating libraries.

In yet another extension of services to the mobility impaired, the Library has established revolving deposit collections on site for the use of patrons in institutions.

SPECIAL FORMATS AND SPECIAL COLLECTIONS

The mounting emphasis on the disabled has generated a proliferation of literature and materials in this field. Some special format materials of use to the disabled are not entirely new to The New York Public Library neighborhood branches. Books, newspapers, and periodicals in large print have been included in most neighborhood branch collections for some time. These holdings, usually limited, continue to be supplemented by substantial centralized collections which are available for interlibrary loan. Large Print Catalogs have been produced enabling visually limited patrons direct access to these collections. A new edition, currently in progress, records increased acquisitions in this area.

Another benefit derived from these new publishing efforts has been the recent acquisition of a Mental Health Collection designed to meet the growing demand for information on Learning Disabilities and Mental Hygiene. Public access to this collection accumulated for adults and children is facilitated by an annotated bibliography.

Expanded publishing activities have made possible greater opportunities to encourage the use of libraries by children with special needs. Additional captioned and signed films, simultaneous print/braille combination books, a sign language dictionary, signed storybooks, and manuals are being evaluated for inclusion in collections intended for children's rooms. Systematically, the contents of materials under consideration for these collections are reviewed to ensure that the disabled are portrayed in a non-stereotypical, realistic manner.

Although acquisition of the new, specialized materials is continuing, existing resources and materials, such as picture books printed in large type and local collections of phonorecords and cassette tape offerings, are being recommended for use with the child with special needs, when appropriate.

The increase in publishing in this area has been paralleled by a surge in the production of films. The Film Library, at the Donnell Library Center, which has recently accumulated an extensive collection of captioned films, has concurrently enlarged its holdings of films concerning the disabled which have been made available for public use. For the benefit of staff, a limited collection of captioned films reserved for library programming has been assembled at the Port Richmond branch.

THE CLASS VISIT

Class visits, the standard vehicle for introducing young people to the library, may assume added importance for the disabled child.

This might well be his/her first introduction to an agency which is not focusing on physical limitations. The emphasis here will be on the Library's resources and their identification and utilization. Class visits can be instrumental in diminishing apprehension and in the creation of a friendly and inviting atmosphere conducive to subsequent independent visits.

In The New York Public Library, visits by Special Education classes, comprised of students with varying handicaps, are regularly scheduled in children's rooms. The children are introduced to the resources of the library and instructed in their use. Captioned films are used to enhance visits by classes of hearing impaired students.

The centrally located, accessible Nathan Strauss Young Adult Library also receives classes of disabled adolescents on a continuing basis. Classes from the Jewish Guild for the Blind, The United Cerebral Palsy Foundation, and others visit to enjoy book talks and to become familiar with library resources available to them.

In a collaborative effort between the Staten Island young adult specialist and a librarian from The Library for the Blind and Physically Handicapped, a class of visually impaired teenagers and their sighted friends visited the New Dorp Regional Branch. The program included a book talk, library orientation, and hands-on instruction in the use of three visual aids: the Kurzweil Reading Machine; the Talking World Book Encyclopedia; and the Visualtek, an electronic magnifier.

"...reach out to patrons with special needs."

LIBRARY PROGRAMMING

Recent programs offered have dealt with the disabled and were especially effective in dramatizing their plight, their possibilities, and their rights. Particularly enlightening was a series of puppet shows which encouraged audience participation and featured large puppets of children with physical impairments. The Kids Project, an undertaking of the New York State Office of Mental Retardation and Developmental Disabilities, provided children with the opportunity to ask a variety of questions which the puppets, manned by puppeteers with health care backgrounds, satisfactorily answered. In another venture for children, storyteller/actress Marcia Lane was invited to present programs of signed storytelling at various neighborhood branches. These programs received wide exposure and were well attended.

Upon occasion, programs are scheduled at locations other than the library. Young adult librarians in neighboorhood branches contact local agencies serving the disabled and present programs and display books for the young people in the agency and, whenever possible, at the neighborhood branch as well. These activities recently included a Library sponsored children's and young adult librarians presentation at the March of Dimes Summer Camp.

Adult patrons have also been given the opportunity to gain some insight into the changing life pattern of disabled persons by participating in a film forum given to commemorate the International Year of Disabled Persons. The films illustrated the triumph over physical limitations by disabled persons. The program was concluded with a captioned film. Another program offered for the benefit of adults featured a lecture by a learning disabilities specialist designed to assist patrons in coping with their special problems.

Brochures designed to stimulate the use of the library by disabled persons, distributed throughout the handicapped community, list library services designed for the disabled and also publicize services not specifically for, but of potential use and interest to this group. They represent yet another technique in the overall effort to reach out to patrons with special needs.

KURZWEIL READING MACHINES

One of the major technological advances for the print handicapped occurred with the invention of the Kurzweil Reading Machine. These optical scanners, now made available through a State grant to all library systems in New York State, have the capability of converting many types of print into synthetic speech. The machines are available for patron training and use at two locations in The New York Public Library system, the Dorp Regional Branch on Staten Island and at the Mid-Manhattan Library, the fully accessible central library of The Branch Libraries, now in the final stages of renovation.

PROJECT ACCESS

Project Access, at the Mid-Manhattan Library, has been instrumental in making major resources available to the visually impaired. Consisting of over 600,000 books and 4,000 periodicals housed in departments of General Reference, History and Social Science, Literature and Language, and Science, these hitherto inaccessible materials are being used by the print handicapped through the utilization of the Kurzweil Reading Machine. Training in the use of these machines and assistance in the selection and retrieval of materials is provided by library staff. To provide for maximum access to library resources and to encourage greater use of collections by the visually limited, Project Access has introduced closed circuit television enlargers which have been installed in each public service department.

Project Access offers extensive advisory and referral services to meet the personal and professional informational needs of those directly or indirectly concerned with the disabled.

Of additional interest is the Mid-Manhattan Library's Advisory Services Unit which provides individualized informational and consultative services for patrons, especially in the fields of education and career opportunities. Project Access, as an integral part of this unit, helps make this information and these services available to the disabled. The most recent addition to the Project Access program is a service for the hearing impaired which employs a TDD, a telecommunication device for the deaf. This makes it possible for them to have independent, remote access to many library resources for the first time.

STAFF TRAINING

Staff training, always an ongoing process, reflects current service concerns. Several seminars and workshops to promote a better understanding of the service needs of the disabled and techniques to improve these services were held.

Young adult librarians were addressed by a speaker from the Mayor's Office for the Handicapped who acquainted them with the special service requirements of the mentally and physically disabled and suggested methods which could be used to address the requirements. Serving the child with special needs was the theme of a workshop convened to enable children's librarians to share ideas, techniques, materials, and experiences, both successful and unsuccessful, employed by them as they faced this challenge. Another meeting, scheduled for adult and reference librarians, featured a panel discussion on the implications of physical disabilities on library service needs by patrons with varying handicaps.

CONCLUSIONS

The lives of the disabled are changing and will continue to change. One major consequence will be the ever increasing demands for first class library services and facilities. As Ruth Velleman observes in her book, Serving Physically Disabled People: an Information Handbook for All Libraries: "Librarians, who are the first-line information officers for the general public, will see more and more of this new client population. The ones they do not see are out there, nevertheless, and must be reached in innovative ways. Events have moved so quickly that many disabled people are still unaware of the facilities, the new technology, and the opportunities being made available to them."[4]

The services offered to the disabled by The New York Public Library are designed to facilitate access to the rich cultural, educational, and informational resources of the Library. They range from the traditional - Books-By-Mail to the homebound - to the modern - accessing an automated data base to develop bibliographies of special format materials for the print impaired. Some of these services require a highly personalized, one-to-one relationship between patron and staff; others need minimal staff/patron interaction; some are heavily utilized, others respond to a specific patron request. All require a heightened awareness of and sensitivity to the special service requirements of the disabled patron. Handicapped people, whether they have a mobility, visual, hearing, or other disability, are indeed beginning to insist on their right to have access to library services fully equivalent in quality and quantity to that of their fellow citizens.

The New York Public Library is ever striving to make its resources available to the disabled. Like other institutions, it has still to meet many of the challenges inherent in adequately serving patrons with special needs. The facilities and services designed for the disabled do not meet the needs of many, but they reflect a commitment to making The New York Public Library a library for all.

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1 Bruck, Lily, Access: the Guide to a Better Life for Disabled Persons, New York, Random House, 1978. p.4.

2 Lydenberg, Harry, History of The New York Public Library, New York, The New York Public Library, 1923. p.278.

3 Ibid.

4 Velleman, Ruth, Serving Physically Disabled People: an Information Handbook For All Libraries, New York, R.R. Bowker Company, 1979. p.104.

PERIODICALS WITH SPECIAL ISSUES ON THE HANDICAPPED

In recognition of the International Year of Disabled Persons, several publications have focused an issue on books and/or nonprint materials for persons deemed to be handicapped in one way or another, or on education or special needs of these persons. The Interracial Books for Children Bulletin (Council on Interracial Books for Children, 1841 Broadway, New York, N.Y. 10023), Vol. II, Nos. 1 and 2, was devoted to the deaf in 1980. It includes an analysis for sexism, handicapism, etc. in American Sign Language and compares a number of texts used to teach it. Educational opportunities are also discussed and some recommendations are made. Reviews of literature for 300 years and current children's materials also report distortions and stereotypic and handicapist portrayals of deafness, especially in books written for deaf children.

Consumer health information publications understandably have news of interest to the handicapped and the librarians who serve them. CHIPS Newsletter, published by Consumer Health Information Program and Services Salud y Bienestar, c/o CHIPS Project, 150 East 216th St., Carson, California 90745, included in its first issue in Spring 1981 bibliographies of magazines (several west coast), guides on travel and sports, information services including the Library of Health Sciences in Urbana, Ill., national organization, and "hotlines"; some basic terms are defined, accessibility is discussed, and international as well as area meetings are announced.

Consumer Health Info (Twin Cities Biomedical Consortium, Group Health Plan, Inc., 2500 Como Ave., St. Paul, MN 55108) devoted several pages of the July 1981 issue (v. 4 no. 7) to cancer and a subsequent issue to alcoholism and drug abuse, listing materials of all natures which consortium members held. Each issue includes announcements of area programs and new books, audiovisuals, catalogs, and resources. The July issue mentioned "Indochinese Patients Cultural Aspects of the medical and psychiatric care of Indochinese refugees by Tran Minh Tung, M.D. is 88 pages plus bibliography (44 items) $7.50 from Action for South East Asians, Inc., 3520 Prospect St., N.W., Washington, D.C. 20007 and is part of 'Refugees Among Us: A Series About Indochinese Refugees.'"

The Consumer Health Information Committee (CHIC) is a new group sponsored jointly by the Public Library Section and the Reference and Adult Services Section of the New York Library Association. CHIC published its first newsletter Consumer Health Information Circuit in March 1981 "to promote and improve access to consumer health information across New York State...send specialized bibliographies...reviews of promising new titles, or whatever you feel might benefit the other consumer health librarians across New York State." Send to Michael Mahaney, Newsletter Coordinator, Buffalo and Erie County Public Library, Lafayette Square, Buffalo, N.Y. 14203.

THE PARTIALLY SIGHTED: LOW VISION AND THE LIBRARY

By Julie Klauber, Publicity Consultant, and Joseph Covino, Director, Great Neck (NY) Library

Approximately 100 million Americans - almost half the population of the United States - have some kind of visual problem which requires at least the wearing of corrective lenses. About 6.4 million (three percent of the population) are considered visually impaired; that is, they have "trouble seeing," even with usual corrective lenses. About 1.7 million (one percent) have some form of severe visual impairment - "blindness," "legal blindness," or reported "inability to read ordinary newsprint" even with usual corrective lenses.

The implications of these figures for those of us whose job it is to encourage reading and access to information is staggering. Those are our users, or at least our potential users: who have trouble seeing even with glasses, many of who turned in their library cards - not to mention many of life's other pleasures - when the doctor said, "nothing more can be done." They are the partially sighted.

"Partial sight" or "low vision" has been defined as "reduced central acuity or visual field loss which even with the best optical correction provided by regular lenses still results in visual impairment from a performance standpoint." The partially sighted include the 6 million or so people who cannot read with ordinary glasses although they are not legally classified as blind, as well as about three-quarters of the legally blind population who have some form of reduced vision.

Most of these people are not served by the 800 or so national and local agencies comprising the so-called "blindness system," which concentrates its efforts on those with little or no useful vision. Nor are they among the increasingly well-organized bodies of handicapped individuals who have banded together to advocate for needed services and help. Indeed, many of them are not qualified to receive those services which are available, from economic assistance, even if they are unable to work, to talking books from our own institutions.

The authors would like to thank Dr. Marc Epstein, a local specialist who heads the low vision clinic at North Shore University Hospital for sharing his expertise with us.

"In effect," wrote Louis Goldish, a consultant to the American Foundation for the Blind, "six million partially sighted persons in the United States have gone relatively unnoticed by the blindness system."

The great irony of the world of the partially sighted is that the vast majority of those affected can be helped to some degree, and don't know it. The treatment of their disability is characterized by profound ignorance - on the professional as well as on the lay level. Low vision care is a relatively recent, highly specialized, and widely unrecognized field, for reasons which will be discussed later. The majority of partially-sighted people, even in our own affluent country, have never had an adequate low-vision examination. It has been estimated that only 15 percent of those who could benefit from low vision aids have had them prescribed.

"...many people can be helped who are now being cast aside."

Not much has changed since almost two decades ago, when Monroe Hirsch said, "We have, then a situation where people - many people - can be helped who are now being cast aside. And this situation exists only because of lack of knowledge - by optometrists, by opthalmologists, by laymen, by social workers, and by agencies which could help if they knew better." Libraries are one of these agencies.

THE ROLE OF THE LIBRARY

Libraries have an obvious interest in promoting visual care. We cannot achieve a nation of readers unless all of those who are capable of reading are provided with the resources they need. It is interesting to note that two out of every three people who do seek low vision care do so primarily because of a desire to read personal materials.

We have a great deal to offer the partially sighted population. Our resources extend far

beyond our collections of large print reading materials, which, regretfully, are not only exceedingly limited in scope, but are also undesired or unusable by a substantial portion of the partially sighted. Nor are our talking books and "reading machines," while a real boon to many, the answer for the hundreds of thousands who are not accessible to them or even eligible to use them.

Indeed, our major potential contribution lies beyond the millions of books and periodicals which line our shelves and which could be available to so many of the partially sighted if they had the proper tools to use them. Libraries have the capability - and perhaps, because of their special and unique role in society, the obligation - to help alleviate the pervasive ignorance which still exists by providing the information and access to resources and services which can open up the world to the partially sighted.

"...non-readers could be admitted to the world of the printed word...with proper visual care."

There are many things that we as librarians can do, but our first step must be to realize that hundreds of thousands of non-readers could be admitted to the world of the printed word if they were aware of and provided with proper visual care. To do this, we ourselves must be familiar with the kinds of services and treatments that exist.

LOW VISION CARE

Low vision care is more complex than regular eye care, and the low vision specialist - who may be either an ophthalmologist or an optometrist - has specialized training in the field. As previously mentioned, many regular eye specialists are unaware of the advances in low vision care which now exist. The reasons for this are numerous: their lack of specialized training; the high investment required for special equipment and additional office space; the time-consuming nature of low-vision treatment; and the great attention required by low vision patients. A doctor can treat many people requiring routine eye care in the time it takes to devote to one low vision patient.

For these reasons, low vision clinics are the principal source of low vision care. In addition to their highly specialized equipment these clinics usually offer an "interdisciplinary approach" to low vision treatment which includes social workers and psychologists as well as ophthalmologists, optometrists and other health

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"Such low vision aids ...rehabilitate the patient by using his or her remaining vision most effectively."

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care professionals. Rehabilitative low vision therapy often includes reading and mobility training; recreational and occupational therapy; and social, educational, and psychological counseling. The attitude and understanding of the patient is a key factor in the success of low vision care; unreasonable expectations, such as the restoration of perfect vision, must be dealt with before success can be achieved.

The primary focus of low vision care is the prescription of visual aids which suit the specific needs of the individual patient. These may include telescopic lenses, microscopic lenses, specially designed reading lenses, magnifying devices, projection devices, large print or closed circuit television, among many others. Such low vision aids do not cure partial sightedness; their function is to rehabilitate the patient by using his or her remaining vision more effectively.

It is estimated that more than two out of three patients have benefited from low vision clinics using readily available and modestly priced aids. Such statistics, however, do not reflect the overwhelming joy which is so readily perceptible when an individual who once considered himself or herself blind becomes able to read.

The existence and services of low vision clinics are, unfortunately, not widely known. A list of those located in New York State is appended to this article.

LOW VISION AIDS

There are two basic kinds of low vision aids, optical and non-optical.

NON-OPTICAL: Non-optical aids, with which many libraries are already familiar,

include large print materials such as books, periodicals, games, occupational aids and daily living aids of various kinds. They also include such miscellaneous equipment as reading stands, reading and writing guides, and hi-intensity lamps.

Some excellent sources of nonprint non-optical materials can be found in the American Foundation for the Blind's Products for People with Visual Problems, which is published annually in large type and available at no charge from the A.F.B.; the National Library Service for the Blind and Physically Handicapped's Reference Circular, Reading, Writing, and Other Communication Aids for the Visually and Physically Handicapped (December 1978), which can be obtained at no cost from the Library of Congress; and Edward W. Lowman and Judith L. Klinger's book, Aids to Independent Living, published by McGraw-Hill in 1969.

OPTICAL: Optical aids include lens systems such as spectacles, contact lenses, telescopic lenses, microscopic lenses, clip-on lenses, loops, hand-held magnifiers, stand magnifiers, and hand held telescopes; and electro-optical systems such as illuminated magnifiers, projection magnifiers, and closed circuit television. They range in price from a few dollars for a hand held magnifier to a few thousand dollars for the most sophisticated CCTV devices. The latter can magnify an image from 4 to 65 times, and offer such features as zoom lenses, reverse polarity (white letters on a black field), electric line markers, moveable view tables, and microform adapters.

The National Library Service for the Blind and Physically Handicapped's reference circular referred to above contains brief descriptions of most of these aids along with extensive source lists.

There are many factors which cause limitations of vision besides visual acuity. Merely providing a low vision patient with a magnifying glass or other device is clearly not the answer to low vision care, although many partially sighted people, unaware of the services available to them, do seek such aids in camera shops, hobby stores, etc. Interestingly, the majority of aids prescribed by low vision clinics are ordinary lenses. "It is the technique of the low vision examination rather than the use of unusual lenses," according to a study by the Industrial Home for the Blind, "which in the majority of these cases is responsible for the favorable results."

PROMOTING LOW VISION CARE

What specifically can the librarian do to help the partially sighted gain or regain entry into the world of vision and reading? More than anything else, s/he can act as an intermediary between the darkness of ignorance and the illumination that low vision services and aids can provide. Every time we see a person reject talking books, or hear about someone whose mother can no longer read her cherished large type books, we should wonder whether they have had a low vision examination, and if they are even aware of the marvels modern technology can offer. Most of the time they are not.

"Librarians can act as advocates for visual care...furnish information and referrals."

Librarians can act as advocates for visual care both within the library and outside it. They can furnish information and provide referrals. They can work cooperatively with local low vision specialists and clinics. Educational materials and displays of aids and equipment borrowed from a local low vision specialist or clinic can be set up in an appropriate location, perhaps near the large print and talking books. (In return, rotating collections of these books can be placed in their waiting rooms.)

Librarians can expose the partially sighted to the diversity of low vision aids by acquiring and even circulating them. Even the most expensive, the CCTV, cannot be considered that costly when compared, for example, to a Kurzweil machine. The use of gift or memorial funds for this purpose might be especially appropriate.

Librarians can do what they are supposed to be so good at: encourage reading and the joys it offers.

A NOTE ABOUT STATISTICS AND SOURCES

As virtually every article on the subject points out, statistics regarding the partially sighted are confusing at best and non-existent at worst. This is in part because the technical definitions of partial sight vary widely, and because visual impairment itself is based upon

functional limitations as well as medical and physiological measurements. The statistics used in this article are meant to give the reader a general idea of the extent of the problem of low vision in the United States. They are estimates taken from a variety of sources, primarily those noted below, and themselves were confusing. For reasons of clarity and brevity, and because it was not our purpose to provide a comprehensive analysis of the low-vision population, citations to specific statistical and technical data were not included.

Likewise, the sources used varied widely. As we have struggled to point out, partial sight is a much ignored problem despite its prevalence; the available information ranges from purely superficial to heavily technical, without much in between. Again, our purpose was merely to expose the reader to the nature of the problem and the variety of services and aids available to correct it.

"Librarians can expose the partially sighted to...low vision aids by acquiring and even circulating them."

Most of the best sources were gathered by the authors for a conference on program accessibility for the handicapped presented by the State Education Department several years ago. Among those particularly recommended for further reading is a two-part article entitled "The Visually Impaired as a Market for Sensory Aids and Services" by Louis H. Goldish an Michael H. Marx, which appeared in the American Foundation for the Blind's New Outlook for the Blind in June 1972 (pp. 183-190) and May 1974 (pp.289-294). An excellent source for more technical information is the medical text Low Vision Care by Edwin B. Mehr and Allan N. Freid, published by The Professional Press in 1975. The authors would be happy to share these, as well as any of the many other materials we have accumulated, upon request to the Great Neck Library.

Most of the literature on library services to the handicapped includes little if any information about low vision services. Among those which are worthwhile consulting are Eleanor Frances Brown's Library Service to the Disadvantaged (Scarecrow Press, 1971), Maryalls G. Strom's Library Services to the Blind and Physically Handicapped (Scarecrow Press, 1977), and Ruth A. Velleman's Serving Physically Disabled People: An Information Handbook for All Libraries (R.R. Bowker Company, 1979).

Perhaps the best advice to offer a librarian interested in providing services to the partially sighted is to visit a low vision specialist or low vision clinic in your community, where you are likely to find a truly dedicated professional who is anxious to share his or her knowledge and experience, as well as the latest medical and technological resources.

LOW VISION CLINICS IN NEW YORK STATE

Reprinted with permission from the American Foundation for the Blind Directory of Agencies Serving the Visually Handicapped, 21st edition (1981). The Directory also provides useful additional information about each clinic's hours, area served, services, professional staff, aids, and follow up.

BLIND ASSOCIATION OF NEW YORK
1170 Main Street
Buffalo, N.Y. 14209
(716) 882-1025
Michael A. Sansone, M.D., Medical Director in Ophthalmology
Norman J. Weiss, O.D., Senior Consultant in Optometry
Eugene J. McDonough, O.D., Consultant in Optometry

NORTHEASTERN ASSOCIATION OF THE BLIND AT ALBANY
301 Washington Avenue
Albany, N.Y. 12206
(518) 463-1211
Harry M. Judge, M.D.; Dale Ching, O.D.

DEACONESS HOSPITAL OF BUFFALO, N.Y. WETTLAUFER EYE CLINIC
1001 Humboldt Parkway
Buffalo, N.Y. 14208
(716) 886-4400
Joseph F. Monte, M.D., Chief

E.J. MEYER MEMORIAL HOSPITAL
462 Grider Street
Buffalo, N.Y. 14215
(716) 894-1212, Ext. 338
Paul J. Loree, M.D., Director

NORTHPORT VETERANS ADMINISTRATION MEDICAL CENTER
Low Vision Clinic
Northport, N.Y. 11768
(516) 261-4400
Leon Hoffman, O.C., Supervisory Low Vision Clinic

NEW YORK EYE AND EAR INFIRMARY
310 East 14th Street
New York, N.Y. 10003
(212) 673-3480
Judy Gurland, M.D. Ophthalmologist

NORTH SHORE UNIVERSITY HOSPITAL LOW VISION SERVICES
300 Community Drive
Manhasset, N.Y. 11030
(516) 562-4530
Marc C. Epstein, O.D., Director

LONG ISLAND JEWISH-HILLSIDE MEDICAL CENTER, OUTPATIENT DEPARTMENT
New Hyde Park, N.Y. 10042
(516) 470-2633
David A. Rosen, M.D., Chairman, Dept. of Ophthalmology
David S. Karan, M.D., Attending Ophthalmologist

INDUSTRIAL HOME FOR THE BLIND
57 Willoughby Street
Brooklyn, N.Y. 11201
(212) 522-2122
Joseph J. Larkin, Executive Director

JEWISH HOME AND HOSPITAL FOR AGED
120 West 106th Street
New York, N.Y. 10025
(212) 666-2000
Abraham L. Kornzweig, M.D., Chief Ophthalmologist

LOW VISION CLINIC, MOUNT SINAI HOSPITAL
One East 100th Street
New York, N.Y. 10029
(212) 650-7676
Alan M. Barnert, M.D., Chief

LOW VISION SERVICE
MONTEFIORE HOSPITAL/MEDICAL CENTER
111 East 210th Street
Bronx, N.Y. 10467
(212) 920-4926
Arthur Berger, O.D.

NEW YORK LIGHTHOUSE LOW VISION SERVICE
111 East Fifty-ninth Street
New York, N.Y. 10022
(212) 355-2200
Eleanor E. Faye, M.D., Ophthalmologist Director

STATE UNIVERSITY OF NEW YORK COLLEGE OF OPTOMETRY
100 East Twenty-fourth Street
New York, N.Y. 10010
(212) 477-7900
Bruce P. Rosenthal, O.C. Director of Low Vision Services

WESTCHESTER COUNTY MEDICAL CENTER
Valhalla, N.Y. 10594
(914) 454-6350, (914) 347-7866
Richard J. Shuldiner, O.D., Director

REHABILITATION AND HANDICAPPED LITERATURE, 1950-1978

Rehabilitation and Handicapped Literature, 1950-1978 was assembled by The National Rehabilitation Information Center, Washington, D.C. Consisting of 3,000 microfiche, it is distributed by Microfilming Corporation of America, Sanford, NC. Published in 1980, it costs $4,900.

THE NEW YORK STATE LIBRARY'S SERVICE TO THE BLIND AND VISUALLY HANDICAPPED

By Audrey Smith, Associate Librarian, and Staff, New York State Library for the Blind and Visually Handicapped

The New York State Library for the Blind and Visually Handicapped, one of 58 regional libraries in the country, provides books in special media and other library services to visually and physically handicapped persons. These regional libraries constitute a network in cooperation with National Library Service for the Blind and Physically Handicapped of the Library of Congress. Our geographic area of responsibility is the 55 counties of upstate New York. New York City and Long Island are served by The New York Public Library for the Blind and Physically Handicapped and by two subregional libraries in Suffolk and Nassau counties.

A major objective of the Regional Library, in Albany, is to provide print-handicapped individuals access to the same informational resources available to sighted persons. In addition to the loan of braille, disc, and cassette books; reference, reader advisory, referral, and consultant services are offered. The Public Service Center in the State Library allows patrons access to the extensive print and microfiche collections which they may use with the assistance of reading aids. The State Library's Kurzweil Reading Machine, one of these reading aids, was the first to be purchased by a library. The placement of this equipment influenced the passage of significant State legislation providing Kurzweil Reading Machines to the State's 22 Public Library Systems.

In 1979-80, 348,393 books were circulated to an estimated 27,000 individuals, including those served through institutions. In the past five years the number of enrolled readers has doubled; in 1975-76, the eligible readers served were 12,775, and 130,512 items were loaned. To allow the Regional Library to provide timely service to its patrons, an automated circulation system was initiated in October 1975. Before presenting the services available from this Regional Library, it will be useful to give its historical development. This will underscore the long time commitment by State government to the provision of library service to the handicapped.

HISTORICAL DEVELOPMENT

In March 1896 the Board of Regents, with Melvill Dewey as secretary, voted a resolution to establish in the Public Libraries Division of the State Library a collection of raised character books from which any blind reader in the State might borrow. The initial order of 104 volumes was received in June 1898. Books purchased were in a variety of embossed forms, including New York Point, Boston Line Letter, and American Braille. As an integral part of the New York State Library, the Library for the Blind has been housed in various locations. In 1896 the library was in the Capitol and suffered loss of materials in the Capitol Fire of 1911. At the time of the fire about 500 braille volumes were out on loan. These were all that were saved out of 3,299 volumes in the collection. With the completion of the State Education Building in 1912, the Library for the Blind occupied part of the third floor. In 1950 the Library moved to 226 Elm Street. In March 1978 the library moved again, reuniting it physically with the State Library. This latest relocation to the Cultural Education Center and the use of modern technology allows development of library services.

"...new technology has made a dramatic impact on the library service."

THE NATIONAL SCENE

The Pratt-Smoot Act of 1931 established a national library program, to be coordinated by the Library of Congress, to serve the adult blind. Our library, one of 19 in the nation, was designated as a Regional Library.

Initially, service was limited to the adult blind. Through subsequent legislation eligibility

was broadened to include blind children in 1952, and again, in 1966, to include the physically handicapped who were unable to use conventionally printed books. Now the Regional Library is similar to a public library - serving patrons of all ages and collecting books of a popular nature.

The collection contains informational and recreational reading for a wide range of interests. Books available are novels, both classics and contemporary best sellers, biographies, travel, history, science, and religion. Excluded from the program are textbooks since these are available from other sources.

In addition to books, a large number of magazines are available in braille and recorded formats, including such popular ones as: Reader's Digest, National Geographic, Good Housekeeping, Atlantic, Sports Illustrated, U.S. News and World Report, and Consumer's Reports. Most magazines are sent directly to the reader by the producer free of charge; others are obtained on a paid subscription basis.

While only books about music are part of the collection of the Regional Library, extensive music services are available from the National Library Service for the Blind and Physically Handicapped. The Music Section collects scores, in braille and large print, and textbooks and self-instruction books on how to play musical instruments in braille, large print, and cassette media. This collection is instructional; inquiries for musical recordings are referred to public libraries.

The use of new technology has made a dramatic impact on the library service. Talking Books on 12-inch discs at 33-1/3 rpm were introduced in 1934 and later reduced to 10 inches in diameter and slowed to 16-2/3 rpm. In 1973 Talking Books at 8-1/3 rpm were introduced. The recent introduction of flexible discs now allows patrons to read best sellers and magazines shortly after these materials are issued in print editions. Cassette Books at 1-7/8 ips became available in 1969. In 1975, they retained the two-track format but were slowed to 15/16 ips. Then in 1977, four-track Cassette Books were introduced at 15/16 ips.

Concurrent with changes in book production, playback equipment was developed to accommodate all books in the library program. An eligible reader may borrow a talking book machine and a cassette player for as long as the service is needed. Under consideration now, and in some cases being field tested, are additional technological advances. These include paperless braille, a combination machine to play both talking books and cassette books, and an easier-to-operate cassette player.

Many support services are provided to Regional Libraries by the National Library Service for the Blind and Physically Handicapped. In addition to books and playback equipment; bibliographies in special media, supplies and materials, and a catalog in microfiche format are supplied. The most recent addition to the microfiche catalog is a list of books available from other sources. Although this union catalog is in its formative stages, it is most welcome.

THE REGIONAL LIBRARY

While all Regional Libraries receive the same materials from National Library Service for the Blind and Visually Handicapped, the development of library services varies. In this Regional Library, 23,000 titles are available in braille, talking books, and cassettes. Multiple copies are received for all titles, and the library's holdings now total 420,000 items. There are also unique titles acquired as gifts and special purchases. A bibliography of these unique holdings is unavailable at this time.

To provide timely service to patrons, an automated circulation system was implemented in October 1975, making this the first Regional Library to use computer technology. Currently, 19 Regional Libraries, serving over half of the readers in the nation, are automated.

"...an automated circulation system was implemented in October 1975...."

Our computerized system was designed and developed by three units of the State Education Department: Bureau of Administrative Analysis, Bureau of Electronic Data Processing, and Regional Library staff. The automation project had six main objectives:

to streamline the circulation system so readers could receive books on a more timely basis;

to accommodate the rapidly expanding program;

to individualize service to meet changing needs of readers;

to provide statistical reports for administrative evaluation and planning; and

to transfer several routine tasks from staff.

The automated system contains essential information needed by staff for each individual and institution actively receiving library service. Name, address, telephone number, disability, reading interests, equipment assigned, last book sent, and type of service preferred are in the reader file. Book lists of titles that each reader would like to borrow, books currently on loan, and those returned to the library are on record. Daily additions and revisions to reader files are made on-line at five terminals, though changes to the database and circulation transactions are processed at night. Information can be retrieved on these same five terminals plus two additional terminals. This allows library staff the opportunity to review and revise data according to an individual's preference.

In addition to basic circulation functions, statistical reports from the computer files permit internal monitoring and planning. Also assistance is provided for annual reports to the National Library Service for the Blind and Physically Handicapped. Other programs available are machine production of special mailings, lists of readers by county, and the number of requests for each book title.

In March 1979, the automated system was transferred to the State Education Department's new computer, and in January 1980, the database was redesigned. While improvements to the automated programs have been made since 1975, this recent upgrading allows staff more efficient access to computerized information and provides several important improvements in the quality of service.

Recipients of these library services are eligible individuals and institutions serving eligible clients; such as schools, colleges, universities, prisons, and health care facilities. Educational institutions may register and receive library service when one or more eligible students are enrolled. Schools must provide the library with individual certification for each eligible student who will be using the library's materials. Institutions once registered will receive on loan playback equipment and bibliographies from which to select books. The collection of books borrowed may be a deposit collection or it may be a rotating one as in the usual service to individuals. A staff member acts as a liaison in each of the facilities. They select the books, request equipment as needed, and deliver books to the student or resident. Regional Library staff provides guidance in developing programs and reference services, but does not usually select books for schools and institutions except when some special help is requested.

"With the assistance of reading aids...the resources of the State Library are more accessible."

Our Public Service Center, located on the seventh floor of the Cultural Education Center, offers services that complement those of National Library Service for the Blind and Physically Handicapped. Here patrons visiting the library may browse among a collection of popular books, exchange defective equipment, and receive reader advisory services. With the assistance of reading aids, the vast reference and research resources of the State Library are more accessible. Reading aids available to patrons include a speech compressor which allows one to read cassette books at increased speeds without voice distortion; a Visual-Tek Read/Write System; a closed-circuit television that enlarges printed and microfiche materials; and the Kurzweil Reading Machine, a mini computer that converts print material to synthetic speech. Instruction for independent use of these aids is provided, as well as how to access the State Library's resources through the on-line and microfiche catalogs.

Prospective readers are informed of available services in this area; tours for State Library visitors are conducted from here as well. Demonstrations of the reading aids and explanations of this unique library service are given. Materials on display, such as playback equipment, bibliographies, and posters, creat awareness of the needs of handicapped individuals. An instructional workshop on techniques for assisting a blind person is offered to State Library personnel by Regional Library staff of the Public Service Center.

It is at the Public Service Center that many volunteers provide assistance to our

readers. Previously, volunteers had been underutilized in the Regional Library except for the Telephone Pioneers. The Pioneers have provided repair service for talking book machines and cassette players since 1960.

Recognizing the contributions that volunteers can provide, a volunteer program formally began in July 1980 when four volunteers were recruited to help select books for patrons. Volunteers now number 29, and their activities have expanded to include speaking to local community groups, recruiting new volunteers, and appearing in public service announcements, reading to individuals, delivering books and

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"Volunteers now number 29, and their activities have expanded...."

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equipment, transporting readers to and from the Library, and assisting patrons with book selection. During National Volunteer Week, the Regional Library hosted a reception to honor its many volunteers in recognition of their dedication and contributions. This occasion afforded officials of the State Education Department and the State Library the opportunity to meet and thank the volunteers personally.

Most library patrons are unable to come to the library but receive their books by postage-free mail. To ensure that all patrons are informed of the Regional Library's current activities, programs, and services; a newsletter is produced quarterly in three formats: large print, braille, and cassette. A toll-free telephone service provides current recorded information of interest alternating monthly with book talks. A second, toll-free telephone number is a message-recording service, which allows patrons to request books, report service problems, and notify the Library of changes of service such as change of address. Inquiries about service are also received. The messages are transcribed and acted upon daily.

Special publications are distributed by the Regional Library. School News is specially published by School Service staff for elementary/secondary school teachers, administrators, and Committee on the Handicapped members and distributed during the school calendar year. NAHO — available to registered borrowers in cassette medium only — is a quarterly magazine which is a social and cultural history of New York State published by New York State Museum. A guide to library services is also available in three formats: large print, cassette, and flexible disc. This guide was sent to borrowers in the appropriate format in 1978 and is included in the packet of information sent to each new registrant.

To reach potential readers and to promote library services for the handicapped, 12 public service announcements were produced in cooperation with the New York State Department of Commerce Department. These announcements were sent to all television and radio stations in New York State during the period 1977 through 1980. The library is now distributing to stations in our service area radio and television public service announcements produced by the National Library Service for the Blind and Physically Handicapped. Two radio and two television announcements were produced and distributed to coincide with the placement of the Kurzweil Reading Machines in the 22 Public Library Systems in 1980.

The enactment of Chapter 660 of the Laws of 1979 provided each of New York State's 22 Public Library Systems with a Kurzweil Reading Machine. A staff member participated in each of the six regional workshops conducted by Library Development. These workshops served as a model for the Public Library Systems members and consisted of two types of training sessions. One session, lasting one day, focused on development of services to the handicapped, particularly to the blind, and the promotion of these services to both the handicapped and nonhandicapped community. The other session lasted two days and was concerned with the operation of the Kurzweil Reading Machine. A publicity kit that included not only public service announcements but also posters and brochures was developed for distribution by the Public Library Systems.

"[NLS] has designated our library as a Machine Lending Agency."

A program also on the Kurzweil Reading Machine was planned for the New York Library Association's annual meeting in October 1980.

The purpose of the discussion period was for the librarians to share information on the progress of the Kurzweil Reading Machine program. Librarians who attended the meeting voted to meet again at the next annual meeting of the New York Library Association. A staff member from the New York Public Library Mid-Manhattan Branch and a staff member from this Regional Library have agreed to plan and co-chair this meeting.

Services provided by the Regional Library are developed from recommendations and suggestions of the Library's patrons. A Consumer Advisory Committee, established in 1975, serves in an advisory capacity to the Regional Librarian, the Director of the State Library, the State Librarian and Assistant Commissioner for Libraries, and library staff. The Committee advises on the development of progrms and services for the blind and the visually handicapped, assists in interpreting user needs to the Library staff and generally evaluates the service and performance of the Regional Library. The Committee is comprised of five members appointed by the Commissioner of Education who serve for a term of two years and may be reappointed for an additional consecutive term. The Committee's contributions have proven to be most useful.

"...a model demonstration program...was initiated in 1977 at the Albany Public Library."

In addition to being a Regional Library, National Library Service for the Blind and Physically Handicapped has designated our Library as a Machine Lending Agency. As a Machine Lending Agency, we are responsible for inventory control of all Federal equipment and accessories and repair of defective equipment not under warranty. Assisting the Machine Lending Agency are 17 Machine Sublending Agencies. These agencies register new readers, assign equipment, have repair programs, lend an initial supply of recorded books, and report regularly to the Machine Lending Agency. Of these 17 Machine Sublending Agencies, 14 are at Public Library Systems and 3 are at Blind Associations. They collectively serve 47 of the 55 counties in upstate New York.

By means of a grant from the Regional Library, a model demonstration program for the visually handicapped, hearing impaired, and the aging was initiated in 1977 at the Albany Public Library. Services for the handicapped and aging are mainstreamed into daily library activities. Accomplishments include volunteer tape recording and braille transcribing of magazine articles, New York State Job Bank notices, bus schedules, Home Box Office Program Notes, Albany Symphony Program Notes, and local newspapers. Albany Public Library has acquired large print books, braille books, tactile games, and a beeper ball to loan to borrowers. Other purchases include a seven-foot television screen for viewing video programs, magnifying aids, and the Kurzweil Reading Machine. Information and referral service is provided to the homebound by CB radio broadcasts. Recently, a card listing emergency telephone numbers in large print was produced and distributed. For the deaf and hearing impaired, a teletypewriter allows patrons access to Albany Public Library's reference service. Captioned films and signed story hours are regularly scheduled. Albany Public Library schedules special programs such as a summer Reading Program for disabled as well as non-disabled children. Using braille and recorded books from the Regional Library, handicapped children are encouraged to read on the same subjects as nonhandicapped children. A tactile exhibit is another summer activity. In cooperation with the New York State Museum, birds, mammals, and artifacts of Indians have been exhibited. Albany Public Library encourages all citizens to take advantage of its services and programs.

The New York State Library for the Blind and Visually Handicapped program is an example of Federal, State, and local agencies cooperatively sharing responsibilities for service to print-handicapped persons. This multilevel approach assists in achieving our goals in serving each eligible reader as an individual and offering a wide range of library services.

EDUCATING LIBRARIANS TO SERVE THE DISABLED

By Lucille Whalen, Professor
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If it had not been for some 5,000 disabled people who participated in sit-in demonstrations in 10 cities throughout the U.S. in April 1977, it is very possible that the regulations for the Rehabilitation Act of 1973, including the now-famous Section 504, would never have been signed and there would have been only minimal concern in library education regarding the rights of disabled persons to library and information services. The regulations were signed, however, and they have profound implications for libraries and library education.

In an Institute on Library Services for the Adult Handicapped held at SUNY Albany in October 1977, Keith Wright, then dean of the College of Library and Information Services at the University of Maryland, lamented the fact that library educators were following behind the handicapped and behind the law, rather than getting ahead of the law and exerting the leadership necessary to bring information services to the disabled. He went on to point out that libraries

> ...need to rethink their programming in terms of library services as a civil right, not as an extension when they can get the money or a bigger bookmobile or more staff or some talking books. This service is simply a right which any citizen has.[1]

PROGRAMS OFFERED BY LIBRARY SCHOOLS

So, too, do the schools of library and information science need to rethink their role in providing services for the disabled and the professionals serving them. In a 1976 survey undertaken by the Library of Congress Division for the Blind and Physically Handicapped to determine what kinds of programs were being offered to prepare librarians to serve disabled persons, it was found that 73 percent of the 59 schools responding were not offering them, nor "interested in offering any courses of this type in the library school curriculum."[2] In a similar study undertaken in 1980, only 26 schools (43 percent) out of the 61 responded, but the results showed some improvement. A greater number of schools were offering courses, incorporating relevant material into other courses, or offering some type of workshops to prepare librarians to serve handicapped individuals. Only 65 percent of the schools responding indicated that they had no courses in this area and had no plans for them in the future.[3]

While one would like to think that this change is due to a greater understanding of the problems of disabled people and a genuine desire to help solve some of these problems, it would be unrealistic to think other factors did not enter into this change.

One, as previously mentioned, was the signing of the regulations implementing the Rehabilitation Act of 1973, which affected all organizations receiving Federal aid, including libraries and academic institutions. Not only library education, but every segment of education became acutely aware of the problems involved in making programs accessible.

"Catholic University...post-master's certificate program... in services for the disabled."

Another factor which influenced curricular trends was the Title II-B program under the Higher Education Act. Fellowships and institutes offered under this program generally had priority areas and the schools understandably attempted to respond to them. Service to the disabled was not a high priority in the earlier years of the program.

It would not be true, however, to say that no attention was paid to this aspect of library service until recently. There were schools which for many years offered some type of program for those students interested in working with disabled persons. They were more apt to be geared to the disabled in institutions, however, simply because larger numbers of handicapped people were institutionalized. The mainstreaming concept had not been acceptable or

even seriously discussed before the advent of civil rights legislation. Some of those who were involved in this area of teaching - at least as a part of a broader focus on outreach type service - were Margaret Monroe at the University of Wisconsin at Madison, Genevieve Casey at Wayne State, and Harris McClaskey at the University of Minnesota.

More recently, schools such as Catholic University, SUNY at Albany, Columbia University, Florida State University, and Long Island University have inaugurated programs. Catholic University at the time of the 1976 survey offered nine specialized courses in serving the disabled, the largest number offered by any school. Elizabeth Stone, the dean of the school, made an interesting comment regarding this program in a recent article:

> ...we would probably be still offering the nine specialized courses (1) if the enrollment had been enough to break even financially from the point of view of the university and (2) if there were a great demand from the field for persons with specializations in serving the disabled. There is certainly a need, but unfortunately need and demand are not always the same.[4]

Ms. Stone has pointed out two problems faced by many schools attempting to set up special programs within the M.L.S. program: the reluctance of the university to use faculty for very small classes and the reluctance of students to specialize in an area where the need is great but the actual jobs are few. It is unfortunate because there are students who have the knowledge and sensitivity to work with disabled adults or children and would like to pursue such a career but are unable to risk being so specialized and not finding a position available.

Catholic University is the only school to have a post-master's certificate program specifically for librarians and other information personnel who want to specialize in services for the disabled. It is designed for those who "want to strengthen their management skills, update their technical background, and interact with leaders in the field of library services to the disabled."[5] The program is especially suitable for those who are working in some area with disabled people and have some idea of how they want to focus their specialization.

EDUCATING THE EDUCATORS

Before much could be done to assist practitioners and library school students, however, some education or re-education was needed for library educators. Seeing this need, Gerald Jahoda, a professor in the School of Library Science at Florida State University, requested funds from the U.S. Office of Education under Title II-B for an institute for library educators from 20 schools to brainstorm on how best to incorporate materials and instruction regarding services for the blind and physically handicapped into library school curricula. The institute was funded and, though it covered the entire year of 1978, its most concentrated work was done during one week in August when library educators came together and shared ideas regarding the knowledge, skills, and concepts that should be integrated into the existing curricula. The institute was directed by Dr. Jahoda, an eminent library educator who was himself the victim of a degenerative eye disease which left him almost blind. He and his staff did much of the background work by preparing materials to be discussed and bringing in many excellent speakers and resource persons. Although all of the participants in the institute went back to their own institutions willing and eager to integrate service to the disabled into the core curriculum, few have been successful in doing so.[6] From the viewpoint of the schools and the other faculty members for whom this is not a particular interest or specialty, it is understandable. There are so many new areas to be incorporated into the curriculum already that most faculty members feel somewhat overwhelmed and are reluctant to take on anything else.

CURRICULUM CONTENT

Looking at the curriculum as a whole, however, it would seem much more sensible to have concepts dealing with information needs of the disabled permeate the whole curriculum rather than be relegated to a separate course or two which only a small number of students elect to take. Now that both disabled children and adults are more and more being mainstreamed for educational, social, and other activities, all information professionals will have to have the skills and sensitivities necessary to give the most appropriate service.

It might be well to review those content areas that are generally offered in specialized courses such as Library and Information Services to Disabled Persons or Services to Special Groups that could fit into the curricula of most schools. One of the most crucial topics is that of the rights of handicapped individuals - especially as they relate to library and informa-

tion services. All librarians should be aware of the implications of the Rehabilitation Act of 1973 and particularly those sections which mandate equal access for disabled people to programs that receive Federal aid. Most librarians and library educators have some vague idea of what the law is, but there is a great deal of misinformation as to what is actually required. More important than knowing how many inches wide aisles must be or the minimum length of ramps necessary for wheel chairs, library school students should be asked to think creatively about ways to make programs accessible without incurring costs that are prohibitive. Many librarians have simply said it was impossible to make the kind of changes necessary for their libraries to be accessible and did nothing. Little thought was given to alternatives to such expensive solutions as elevators and new entrances. Robert Begg, a law librarian and professor, has pointed out that

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"One of the most crucial topics is...rights of handicapped individuals..."

> ...the key is program accessibility, not necessarily building accessibility. The regulation was carefully drawn to indicate this distinction... Different or separate aid, benefits or services to handicapped persons are acceptable, but only if necessary to provide services or programs as effectively as those provided to others. While services are required to be equally effective, they need not always result in an identical level of achievement for both the handicapped and the nonhandicapped, but they must allow for equal oportunity in the most integrated setting appropriate. Such services must be accessible even if no impaired persons are known to live in the library's service area at the time.[7]

Another area of legislation that must be introduced is that of employment rights of those who are disabled. An understanding of the statutes relating to employment is necessary for those librarians who will be hiring on whatever level and for those in any type of public service position so that they may make accurate and up-to-date information available to disabled persons regarding their rights in this crucial area. What, for example, is meant by "reasonable accommodation"? The concept is one that has been a cause of major concern to employers and a source of much misunderstanding. Again, the key to accommodating the work environment, as was pointed out in an article entitled "An Employer's Guide to Employment and Disability,"[8] is ingenuity and flexibility. The authors stress that:

> Decisions about job accommodations, like barrier removal, must involve the disabled applicant or employee. Accommodations are as different and as unique as each individual. Do not make assumptions about what a blind person or a person in a wheelchair needs; instead, ask him first what his particular needs are.[9]

It is hoped that an intelligent discussion of these laws in schools of library and information science today will prevent some of the fiascos of the type for which librarians in their eagerness to serve ethnic minority groups in the 1960's were responsible. Topics relating to personnel, architecture, and legal rights of employees have usually been part of the administration/management courses. To include topics relating to the disabled within the broader areas already included would seem to be not only appropriate but mandatory.

In addition to the above legislation, school librarians and media specialists must be thoroughly familiar with PL 94-142, the Education of All Handicapped Children Act, which states that disabled children must be educated in the most appropriate and least restrictive environment. Discussions should include more than just the law and its implications for children, parents, and teachers; there are human dimensions to be considered also. As Harris points out,

> Children who are labeled special typically function poorly in academic, social or recreational endeavors. The library is one place in school that combines these three areas of functioning in a non-judgmental environment; therefore, I think we have a part to play in helping disabled children develop skills in those areas and take their rightful place in the mainstream of society and school.

Most library education programs include a specialization in school librarianship. It is essential that all the students in these programs be knowledgeable about the implications of these types of legislation. This area of knowledge is too important to be relegated to independent

study, seminar papers, or theses selected by a few who happen to be interested.

RESOURCES

Likewise in the area of materials and services. Much has been published within the past few years and many services are available, but not all are of the highest quality. Students should not be left on their own when they are out in the field to discover those materials and services that are both of high quality and appropriate for their disabled users. Even though those faculty members who teach in this area must face a constantly growing demand for inclusion of new topics in their courses, there are basic materials that should be as much a part of these courses as standard reference tools. If one could direct students to Velleman's excellent book, Serving Physically Disabled People: an Information Handbook for All Libraries,[11] half the battle would be won; up to the time of its publication in 1979, it covers almost any aspect of working with disabled people that librarians would need to know. How much better, though, if students were asked to look at and discuss some of the materials described there, e.g., Hale's The Source Book for the Disabled, An Illustrated Guide to Easier and More Independent Living for Physically Disabled People, Their Families, and Friends or such journals as Amicus, which deals with court cases and legislation on disabilities, published by the National Center for Law and the Handicapped. In courses and units within the curriculum dealing with data bases and clearinghouses, it would be appropriate to include NARIC (The National Rehabilitation Information Clearinghouse), located in the

"...basic materials that should be...a part of these courses as standard reference tools."

School of Library and Information Science at Catholic University, which brings together a collection of research reports, books, microfiche, journals, and audiovisual materials covering all aspects of the rehabilitation of physically and mentally disabled individuals. In addition to this material, which is now accessible through one of the major database vendors, NARIC is involved in creating an equipment data base of aids and devices for the disabled, called ABLEDATA.

Not only are print and nonprint materials available through regular channels, but many agencies and organizations also produce excellent materials and offer specialized services. Much of this material is available for the disabled or those working with disabled persons at a relatively low cost. Students should become aware of the many services and materials offered by such organizations as the Library of Congress National Library Service for the Blind and Physically Handicapped, the Easter Seal Society, and the Department of Education's Office for Handicapped Individuals.

That part of the curriculum that deals with research can also contribute to ideas and concepts important in providing service to those with disabilities. Since students usually choose a specific area upon which to test their research methodologies, they could be encouraged to select a problem in this area. Stone reiterates this when she exhorts library educators to:

> Encourage creativity in the design of retrieval systems, remembering that the physically disabled tend to be handicapped in one or more of these four respects:
>
> in their ability to go to places where data are stored
>
> in their ability to communicate their needs and their reactions
>
> in their ability to sense, i.e., to receive messages via the usual senses or combination of senses
>
> in their ability to manipulate objects - books, pencils, typewriter keyboards, and heavy objects.[12]

If the word research were substituted for retrieval systems, students might find much to pursue in looking for problems to solve.

EXPANDING ATTITUDES

Although all of these areas - rights and legislation, materials and services, and research - are important and do indeed fit into already existing curricular components, the single most essential concept that must pervade the entire curriculum is one rooted in attitudinal change. Attitudes toward disabled persons, whether of administration, faculty, staff, or students, are generally based on myths about disability which result in negative interactions between non-disabled and disabled persons. It is incumbent upon all librarians and library educators to make an honest effort to examine their own feelings and attitudes in this regard, to acknowledge biases and prejudices, and to inform themselves as best they can on how to develop and help

others develop a sense of the inherent worth of each individual "just because he is a human being - simply because he exists, not because of intellectual functioning, potential for productivity, the way he looks, or anything else."[13] There is a great deal of literature which helps to dispel some of the myths regarding disability. Students should be encouraged to read in this area and discuss their readings. Frank Bowe's Handicapping America, Beatrice Wright's Physical Disability: A Psychological Approach, and any of the books of Dr. Henry Viscardi, founder and president of the Human Resources Center in Albertson, New York, would be excellent choices.

Other ways in which library educators can help to change attitudes is by inviting disabled persons to speak to classes and by actively recruiting disabled students for the program. Not all disabled people would want to appear before classes, but there are usually those who are not only willing but eager to share their ideas with students. Most academic institutions these days have some kind of office that coordinates work with disabled students or perhaps a special education department where names can be obtained. Recruiting disabled students is not always so easily accomplished, but if even a few students are in the program, it not only helps the other students to feel more at ease - soon they forget the person even has a disability, but it will in time provide role models in the profession for younger students who have disabilities. The school's role does not stop with the student's completion of the program, however. Every effort should be made to see that the student is placed in a professional position appropriate to his or her abilities. Keith Wright has aptly pointed out:

> No matter how accessible our educational programs are, no matter what technologies are utilized, we do not help persons with disabilities in the library profession if we do not study and modify our traditional views of what librarians do and what is required to perform those functions.[14]

He goes on to comment on the American Library Association policy statement on "Employment of the Handicapped in Libraries," published in 1969. Who today would maintain that "sufficient manual dexterity to handle and file cards ... is required"?[15]

At any rate, librarians and library educators can play a kind of advocacy role in helping disabled children and adults obtain and maintain their rights. If an advocacy role seems too strong for some, they can at least provide information which helps dispel some of the myths which create barriers for those with disabilities. As Velleman reminds us:

> Because libraries are consulted for information by all segments of society - business, cultural, and educational - librarians have the opportunity to adopt a leadership role in the community at large, in helping to shape attitudes and convey understanding about the special problems and needs of the disparate groups that form their public.[16]

Future information professionals must prepare for this leadership role while pursuing their basic education for the profession; this presumes that faculty and administration are both willing and capable of creating an environment where such preparation is possible.

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CONTINUING LIBRARY EDUCATION CALENDAR

The South Central Research Library Council published the first issue of Spectrum, Upstate N.Y. Continuing Library Education is September to complement CLIO, a calendar produced for the metropolitan New York and Long Island region. Initially distribution is based on 3R's membership.

Spectrum has four objectives stated in the first issue:

1. To provide information to allow librarians to select appropriate continuing education activities.
2. To help supervisors select appropriate activities for their staff.
3. To help individuals and organizations check for potential scheduling conflicts when planning programs.
4. To provide information for program planners to prevent duplication of activities or to allow building on existing programs.

Notices of small closed sessions are as important as notices of national meetings to be held in New York. Entries will be brief giving date, place, title, sponsor, and contact. SCRLC will appreciate hearing about continuing library education activities, comments on the calendar, and names of interested recipients; write: Jean Currie, South Central Research Library Council, 215 North Cayuga Street, DeWitt Building, Ithaca, NY 14850.

THE PLANNING PROCESS: PROGRESS NOT PANACEA*

By Betty Turock, Assistant Professor
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Over the past decade at conferences similar to this, you and I have heard that libraries exist in an economic and technological environment which is in such a state of flux that the times might well be marked: subject to change without notice. In 1981, there is no indication that alterations are diminishing. During the 10-year time period, organizations which developed the necessary problem solving methods were in the best position to absorb change, maintain relevance, and ensure continuance.

Confronted with change, some, however, found an alternative course of action, expending considerable energy to barricade libraries from outside influences. So preserved, many have become increasingly unable to cope with the new environment. Set within the current context of fiscal constraint or fiscal crisis, if you prefer, the necessity to manage change through planning becomes crucial. Already, services, ostensibly built for communities, too often have greater symbolic than service value. Decrementalism — diminishing financial resources over time — has led more often than not to slashing a little from each service without regard for total programmatic effect, so that services remaining are historical accidents — what is left after the cuts were lopped off, cuts made ad hoc with no attention to the fact that decisions made today constrain decisions which can be made in the future.

Planning in a time of scarcity becomes a necessity — not a luxury. In many cases it will be forced on libraries by parent agencies feeling the financial pinch who seek to base operating economies on a substantive service review. Planning can assist library managers to adapt their organizations to meet shifting markets and technologies in such a way that service remains the primary target, not a subliminal perception scarcely raised to the level of consciousness. It can allow managers to focus on opportunities to reformulate organizations in terms of more effective service performance. But planning is not an end in itself, it must be placed within a tightly managed frame as an adjunct to action, not a substitute for it. Without planning and with dwindling economic surpluses to finance libraries we may no longer be able to refer to library administration as management by crisis, but be forced to revise that euphemism to management by catastrophe.

At a propitious time when we can no longer question whether, but rather when and how to plan, the Public Library Association (PLA) has produced A Planning Process for Public Libraries. Through the topic, Progress, Not Panacea, I will offer a critique of that process. Lest you conclude that the terminology critique is offensive, keep in mind that the premise of a critique mandates a careful judgment or judicious evaluation of the subject in question in which the object of the evaluation is to improve the product. Too frequently, after a program has been developed, initial intentions become

"Planning in a time of scarcity becomes a necessity..."

blurred. What was the means toward attainment of an objective becomes an end itself. Whole societies, institutions, and professions are part of this inevitable trend toward goal displacement. In one of the flood of articles on the Bay of Pigs disaster, Janis cautioned concerning "group think" in which objectivity is lost, criticism is walled off, and allegiance to the team or association becomes the primary focus. However, if we anticipate goal displacement, we can lessen the probability of its happening, if not avoid its occurrence altogether.

Much of the literature of evaluation stresses the necessity for expectations to lead to fulfillment, since unfulfilled expectations can produce momentous barriers — in this case, barriers to planning. The major thrust of this critique, then, is to suggest the strengths of the planning processes as well as some potential pitfalls which you as The Process consumer will, hopefully, avoid in implementation. In addition, PLA has promised to monitor The Process as it is used, so that the manual can be revised and helpful supplements and tools created to assist in

*A presentation to the workshop on the PLA Planning Process. Albany. June 18-19, 1981.

its use. Such feedback needs your comments, positive and negative, as well as mine. Send them to Mary Jo Lynch, Research Office, or Shirley Mills-Fisher, PLA, at ALA's Chicago Headquarters. The Process needs to reflect the judicious evaluation of the field for it is in the field that its ultimate test will arise.

PROCESS STRENGTHS

To date, reviews of The Process have been almost uniformly positive. The charge of the King Research team, which developed the manual, was to devise and test a method whereby each library might develop its own appropriate standards, tailored to its community, no longer based on unscientific estimates and no longer chiefly considering inputs (how many books, how many staff), but rather based on outputs in terms of service. "To the credit of the team and its advisers, a notable effort has been made to achieve that difficult assignment; one that has met with considerable success."[1] The Process represents a total planning package which can be used without appended developmental costs. Basic methods and instruments for the task are immediately available. The Process encourages implementation based on local decisions as to the resources, time, and feasibility of doing specific segments within target dates. Steps may be used in locally determined sequences or omitted altogether if relevant information already exists. Libraries are urged to selectively adapt The Process to fit their own need — one librarian may emphasize parts another finds of minor importance. To assist in adaptation, not only techniques but the purpose of each step and instrument is explained. There are modifications for small libraries, branches, and cooperative systems. Appropriate warnings are provided.

It concentrates on a how-to approach. In one volume the manual addresses how to:

assemble a planning team

develop a community profile

evaluate current library services and resources

determine role of library in the community

set goals, objectives, and priorities

develop evaluation strategies for change

monitor and evaluate progress toward goals and objectives

There are suggested formats for display of data. The participative aspects include administrators, staff, and community residents concentrating on the use of empirical data and problem solving methodologies to set a future course for library service.

The Process charges planners with recycling every five years and, also, whenever population, environment, or library resources change substantially, in effect providing for ongoing revision and making continuous planning a key component of everyday management. Determination of service priorities is accomplished within fiscal constraints or funding contingencies at three levels: an increase, status quo, or a decrease set within the framework of the question who is to be served and how. Priorities are weighed in a programmatic base. Figure 1 summarizes the strengths of the new Planning Process.

LOCAL OPTIONS PROBLEM SOLVING APPROACH

1. Total planning package
2. No developmental costs
3. Methods and instruments prepared
4. Participative planning
5. Flexible implementation
6. Purposes for methods and instruments explained
7. Scientific data gathering methods used for data collection
8. Modifications suggested for small libraries, branches, cooperative systems
9. Warnings and pitfalls included
10. Cyclical characteristics and ongoing nature of planning and evaluation stressed

Figure 1. Planning Process Strengths

IMPROVEMENTS NEEDED

But The Process is not a planning panacea. It has weaknesses. Sinclair, Hawgood, and Rolf

have offered comments on problems they see, to which I'll add some reservations of my own suggestions for remedial actions. Hawgood has expressed concern that it places too much emphasis on data gathering at an early stage. "Surveys take time, so we have to start early enough," seems to be the motto. But surveys too often are used as substitutes for thought or take over thinking. We must consider the real problems for which we are planning in their full complexity, using any data that already exists, but not diverting the attention of the team at the outset to data gathering.[2]

Sinclair points out the length and formidable nature of the manual as discouraging — to which I would add its lack of an index. Anyone who uses the manual selectively will have trouble pinpointing the precise location of needed information. However, Sinclair feels the biggest problems arise from the examples offered and the philosophy they may subtly encourage. The detailed examples presented to illustrate methods, such as increase in the percent of population using the library, to an uninformed reader or new trustee may seem a vote in favor of a demand orientation alone. Improving the library's ranking in status among libraries of the same size as listed in Bowker's Annual, another example, seems to depart from the original principal sought by PLA and to encourage an ultimate return to uniform standards.

The final example she cites involves use of the instrument for strategy formulation. It compares two possibilities for increasing the use of the library: publicity and a library program. Since public library programs are not intended primarily to attract users, but an alternative means of delivering information, it is another inappropriate, even misleading, comparison. Finally, Sinclair concludes that public library staff will not be happy at the prospect of having their productivity studied in the manner suggested, despite the warnings and disclaimers that accompany the suggestion. "While not meant as a measure of individual performance, the staff survey will have to be used with extreme caution if the library is involved in such difficult and time consuming efforts as service to the impaired or other special persons."[3]

Rolf points out the political nature of the process. Political uses of an explicit plan based on an assessment of the local community can be considerable. Planning necessitates weighing the interests of various service groups, with concomitant effect on input to the budget process.[4] As the action role of the library is formulated, the needs and aspirations of interest groups will sometimes be in conflict. Hopefully, creative administrators and planners will be equally ready to invent policies and practices which can satisfy some important goals of the differing groups. But, at the very least, the director and Board must be in agreement and supportive of The Process or any conflict which arises, however creative, might signal an early end to planning activities. Nor is there explicit connection made between The Process and policy making for libraries, but, whether stated or not, there is no doubt that policy changes can be anticipated. In fact, a review of policy is in order following decisions on directions for the stated five-year period.

"Libraries are urged to selectively adapt The Process..."

Rolf has also criticized The Process because of weak survey documents. I would disagree there. The survey documents are in place. They can be modified, adapted, or used as they are. To redesign them totally would be a waste of time and money. However, I do have some methodological concerns about recommendations for a telephone survey to gather citizen input. The citizen survey is used as the major source of information from non-users of libraries. Telephone surveys have proved to be notoriously insufficient sources for such purposes in the past. Recommending newspaper questionnaires and street corner or quota samples is equally questionable. As The Process indicated, telephone surveys are less expensive and less time consuming to administer than mailed questionnaires or house-to-house interviews, but I for one would rather have no data, than nonrepresentative data flying under the flag of survey research in which evidence might give an inaccurate or distorted picture of the citizens about whom I knew the least and on whom I have the least opportunity to gather data. If, after my cautions, a decision is made to use a phone survey, at least contact phone company representatives serving your region to find out what percent of the people in that area have no phones or have unlisted numbers. The representatives might also be willing to give you some demographic comparisons on the phone vs. no phone population. Then, include an estimated error factor whenever you report the results of the survey.

All of which leads to my major concerns. The Process, as commissioned, was to be devised so that values were not suggested, although methods of determining values were to be offered — all-in-all a very simplistic charge. No investigation or product is value free or even value neutral. Values operate throughout this or any planning process. They enter into the selection of the problems, the order in which they are dealt with, the resources expended on their solution and in the determination and interpretation of meaning given data marshalled to refute or support service directions. In fact, the manual's only reference to values is in stating that planning is based on the community and its value system. While I am not concerned about emerging values, I am concerned that planning team members not forewarned may have given no attention to what it is they value. If the members of the planning group are unaware of the values they want to see reflected in the final plan and the part they will play in the political, group process of exchange and negotiation as The Process ensues, expediency may take over and what is valued get lost. According to Iannacone, a planning expert from the University of California, "An approach which relies heavily on technical efforts alone overlooks the fact that planning itself, its activity and technology, carry value connotations; few planning activities in areas of public service are neutral and the flow of political pressures must be allowed for early on and continually in any planning situation."[5]

"...there is no doubt that policy changes can be anticipated..."

Lynch, in the manual's Introduction, has reasoned that she expects local Planning Committees to use The Process creatively.[6] I have much less trust in that outcome unless some driving force, such as an energetic administrator or planner, is pushing for creativity as well as programs that are in line with values. For what we do tends to be rooted in what we've been doing all along. An extra effort will be required to break out of tradition to mold and design innovative, responsive services representing diverse citizen values.

But perhaps my greatest concern is that The Process may give librarians a wildly exaggerated view of the field's capacity to conduct planning-oriented or policy-making research, that is to gather, process, analyze, evaluate, and interpret data. So they may conclude that planning is not for them, but for those who are more sophisticated research producers and consumers. The library has not been a planning environment even though ideally two to three percent of the time of the service institution could be profitably devoted to planning. In addition, The Process has had a limited field test in three areas — Prince William County Library (Manassas, Va.), Illinois Valley Library System (Peoria), and Louisville Public Library (Ky.) — with no large urban libraries included. Since funding was allocated for less than the recommended testing period, many of the problems arising from implementation remain to date unknown, but I suspect some of them can be alleviated or prevented with a suitable educational segment. The Process neglects totally any reference to the sizable gap between the level of skills needed to successfully implement planning and the level of skills that exist in the profession. Figure 2 suggests some major topics that an educational component might address.

The Group Process in Collective Decision-Making
Value Systems and Decisions
Political Dimensions of Planning for Change
Collaborative Planning and Human Resource Networks
Futures and Futures Forecasting
Creating and Using Performance Measures
Information Needs, Library Use, and Users
Organizational Development
Conducting Survey Research

Figure 2
Suggested Topics in an Educational Component

A summary of needed improvements in The Process which you need to address before its implementation include:

1. immediate emphasis on data gathering

2. long, formidable, unindexed manual

3. perception of demand orientation

4. unfortunate examples which may affect planning viewpoint

5. lack of data on cost, funding, timelines for the process

6. slight attention given to:
   political nature of The Process
   group processes and values education for planning

7. inadequate methodological survey suggestions

USING THE PROCESS

As you prepare to use The Process, selectivity will assist you. Attempting to complete it in its entirety may not only be impossible but may also cause an information overload for decisionmakers. It is important to develop a plan for using the Planning Process. Such a plan might follow the following outline:

I. History

   What planning has been done?
   Who did it?
   What were the results?
   Are the data applicable currently?

II. Purpose

   Why is planning being undertaken?

III. Goals and Objectives of Planning

IV. Operational Level Action Steps

   Priorities
   Timelines
   Organization of the team with responsibilities delineated
   Evaluation of progress
   Budget

V. Continuing Education Activities

Vi. Public Communication

VII. Precis for Wider Distribution with Response Form for Input

VIII. Reading List

The plan for planning should be widely disseminated to staff, trustees, and experts. If you decide to employ consulting help, it's best to involve them in training local staff to complete The Process only. Long lasting change and planning expertise must ultimately be developed locally - not imported from outside. Planning must also be reviewed for its effect on people. When we use The Process there will be change, even if only in the use of staff and staff time. Where there is change, there is stress. Attention to communication can help to alleviate some of it, allowing staff to become part of exciting new directions.

"...only reference to values is...planning is based on the community and its value system..."

How can use of The Process gather momentum here in New York?

- The State Library can commission and finance The Process in several regions or on a statewide basis through mini or incentive grants.

- The State Library might also use The Process to design a series of ongoing planning studies of its own across the State with information gathered at intervals resulting in a running record of trends.

- The State Library might commission a three tier training effort. First to bring consultant staff's skills up to the level needed by The Process. Second, for them to train system consultants. Third, for system consultants to work with constituent libraries as State consultants continue to work with unaffiliated libraries.

- Systems might combine with library schools or social research centers to design planning efforts and carry out data handling for their regions, i.e., analysis, interpretation, and statistical computing.

- o System consultants might act as catalysts for planning, using The Process and providing backup in all its phases.
- o Systems might designate a Planning Consultant to coordinate ongoing planning activity.
- o Finally, a statewide communication network might be developed so that those using The Process might compare notes. Such a group would find the new PLA Planning Process Discussion Group useful in putting them in contact with users across the country.

"Planning must also be reviewed for its effect on people."

The type of assistance offered will be crucial in determining the number of libraries that will adopt The Process. If adequate help and interpretation are not forthcoming, the use of the planning process and more importantly planning may be confined to the libraries that need it least.

In the final analysis, my major message is to plan but not to jump thoughtlessly on the bandwagon. Determine how you will introduce planning to your library as an exercise worthy of the commitment of time and effort and money. Determine the level at which you are ready to enter, when and where you might start The Process; then begin with a plan for planning.

To paraphrase Martin's earlier assessment of user studies - "The one danger, next to not planning, is that examination and renewal of information, particularly as it relates to librarian/client activities, can be thought of as a separate and sometimes activity, a kind of one-time or periodic endeavor to be engaged in when the librarian can spare time from the pressing realities of day to day service."[7] Nothing is further from the truth. It will take motivation to plan and to persist in planning. Perhaps, however, in the end the greatest benefit of The Process might be controlled change with a user orientation. If the benefits should help not only the librarian in planning but users every time they turn to the library, The Process, while not a panacea, will represent real progress.

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NEW YORK STATE RESOURCES GO NATIONAL—RESEARCH LIBRARY RESOURCES ACCESS PROJECT

By Alexandria Wolff
Senior Librarian, New York State Library

Over 455,000 monographic titles from unique research collections of six major research libraries in New York State have been added to a national data base (OCLC, Inc.) through a catalog conversion project planned and implemented by the New York State Library, in cooperation with the State University Office of Library Services. The three-year Research Library Resources Access Project, funded under a Title II C Higher Education Act grant, has contributed 78,154 records not previously in the OCLC file, and has added New York State locations for an additional 376,967 titles. Researchers across the nation will have access to this bibliographic information through the 2,500 libraries affiliated with OCLC, Inc.

The project involves libraries at two private universities and four State University Centers. The libraries of Cornell; New York University; and SUNY at Albany, Binghamton, Buffalo, and Stony Brook were selected not only because they possess collections of recognized excellence and of great value to scholarly and research communities, but also because all participate in one of the major library networks within the State. The four University Centers participate in the SUNY/OCLC interlibrary loan network; Cornell and New York University serve as resource libraries in the NYSILL network.

MAJOR RESOURCE LIBRARIES

All the libraries involved in the project are important research libraries in the State. The four University Center Libraries possess combined holdings in excess of 6.5 million volumes and three of them are members of the Association of Research Libraries. Approximately 180,000 SUNY records, covering a wide range of subjects, were selected for conversion. Subject specialities converted vary for each University Center depending on its resource strengths. Among the most significant collections converted for each of the SUNY libraries are these subjects: criminal justice and atmospheric science (SUNY Albany); European and American history, law, health sciences (SUNY Buffalo); American literature, philosophy, psychology, literature, and language (SUNY Binghamton); philology, linguistics, fine arts, English, French, German literature (SUNY Stony Brook).

The two private institutions, Cornell and New York University, are known for their broad based research collections covering a diverse range of subjects. Cornell possesses 4.2 million monographic holdings, while New York University's number 1.9 million. Cornell has contributed nearly 110,000 analytic titles from its extensive collection of monographic series. Over 140,000 titles have been converted from the social science collection of New York University in the areas of commerce, finance, economics, business, and accounting.

The inclusion of such distinctive resource collections in the project data base will promote wider access to these resources by scholars and researchers.

PRELIMINARY PLANNING

Preliminary planning was begun in June 1978, soon after unofficial notification of the grant award, by a pre-project planning team consisting of the project co-directors, Peter Paulson and J. Van der Veer Judd of the State Library, and Glyn Evans and Teresa Strozik from SUNY Central Office of Library Services. The team focused on the following key issues: 1) selection criteria, 2) centralized versus decentralized conversion, 3) conversion from original versus reproduction of shelflist records, 4) input requirements, 5) work procedures, and 6) quality control.

SURVEYS

To aid in estimating production levels and optimum conversion methods, the planning team undertook a statistical analysis of cataloging records for each of the participants. A preliminary survey was devised and mailed to each in August of 1978. Using a random number

table, each institution was requested to select 200 shelflist records, divided into two batches of 100 each, with one batch serving as a control. Characteristics of each record, such as unit card information, Library of Congress call number and card number, notes, tracings, local holdings, and OCLC number were recorded on a survey form. Each record analyzed was photocopied and attached to the survey form which was returned to SUNY/OCLC for computer analysis and tabulation, using the Statistical Packages for Social Sciences (SPSS) statistical analysis program. In September, a second, more detailed sample was devised and distributed to the participants, to be used to measure the uniqueness of specific subject segments of their shelflists.

"...libraries...providing the conversion site with legible and cost effective copy."

SELECTION CRITERIA

Selection criteria were established jointly by the pre-project team, working in close conjunction with a 10-member advisory committee composed of Ina C. Brownridge (SUNY Binghamton); John M. Cory (The New York Public Library), Glyn T. Evans (SUNY Albany), John P. McDonald (University of Connecticut), J. Gormly Miller (Cornell University), Carlton C. Rochell (New York University), Saktidas Roy (SUNY Buffalo), C. James Schmidt (SUNY Albany), Joseph F. Shubert (New York State Library), and John B. Smith (SUNY Stony Brook). While ultimate responsibility for selecting appropriate subject material for conversion was delegated to the director of each of the participating institutions, the following criteria were identified as significant factors for each director to consider:

Uniqueness

National or state significance

Relation to academic program(s) of the institution (the assumption being that the stronger the academic program, the more likely the collection is significant)

Amount of interlibrary loan activity and scholarly use

Rate of obsolescence

Each participating library was given a New York State Interlibrary Loan fill rate table to use as a guide to user demand and fill rate by subject.

CONVERSION ADMINISTRATION AND ORGANIZATION

The merits of centralized versus decentralized conversion were reviewed in early planning. Visits to the OCLC retrospective conversion site at Columbus, Ohio and information gleaned from literature supplied by the Florida COMCAT and Texas AMIGOS projects convinced the planning group of the advantages of centralized conversion. To ensure control over training, quality, and optimal use of six CRT terminals, a central conversion site was established at the New York State Library.

Much consideration was given to whether original shelflist records or a form of reproduction would be used for conversion. Initially the use of original shelflist copy was proposed, with backup copy in microfilm being retained at the participating institution. The alternative proved unacceptable to several of the participants, so it was dropped. Conversion from microfilm copy was also considered but ultimately rejected because of the problems OCLC recon staff were experiencing with this form of reproduction. Paper reproduction of shelflist records was adopted, allowing libraries to retain originals while providing the conversion site with legible and cost effective copy. Institutions reproduced their own shelflist records for which they were reimbursed by the project at a rate of .024 cents per record. Generally, four to six records were reproduced on a sheet; 500 sheets grouped together formed a batch or packet which then was forwarded to the conversion site by courier or mail.

CONVERSION METHODOLOGY

Conversion is performed by a staff of 18: a project supervisor, an assistant librarian, 5 library technical assistants, 1 senior, and 10 data entry machine operators. With the exception of the creation of a new Civil Service class for the library technical assistant category, all project employees have been recruited from existing New York State Civil Service lists. To take advantage of OCLC working hours and make full use of the six terminals, staff work in two shifts between 7:00 a.m. and 10 p.m.

Batches received by the project are arranged on the log-in table by institution. Operators take from 10 to 20 sheets from an assigned batch. They search each record on the

sheet against OCLC to determine whether there is a record of the item already in the file. For matching guidelines used by OCLC's own retrospective conversion project in Columbus were adopted: records are considered to match when the main entry (author), short title, edition, publisher, publishing data, and pagination are exact. If available, Library of Congress card numbers are also considered. When a match exists for a record and an institution's symbol is not on file for that record, an operator enters the institution's local call number, four digit locator code, and a one- or two-digit operator symbol before updating and transmitting the record to the master file. The OCLC control number is provided on the sheet to the right of the record matched. No attempt is made to alter any other information, i.e., tracings, when it differs from that displayed on the screen. Operators are instructed to bypass records containing non-monographic formats (serials, maps, scores, and the like).

"Staff is expected to meet minimum production quotas..."

Records for which no match can be located or for which a match is questionable are set aside for library technical assistants to research against the data base. The latter prepare workforms for all new titles, providing tagging and indicator information as well as special instructions on workforms, while including subfield coding in its proper location on the records themselves. Records are tagged according to MARC format, following guidelines set forth in OCLC's editing manual. Since January 1981, all name headings have been searched against the Library of Congress name authority file and altered to conform to AACR-2 form of entry. Original input is entered at "I" level for complete bibliographic records and at the "K" level for limited bibliographic entry.

Staff is expected to meet minimum production quotas which are adjusted to OCLC response time and the difficulty of the records being converted. Data entry machine operators maintain a match rate of 25 records per hour and an original input rate of 5-6 workforms per hour, unless response time exceeds 15 seconds or the majority of records are difficult (determined by the entry either requiring three screens or the input of an excessive number of diacritics). Library technical assistants maintain a pre-search rate of 30 records per hour, and a tag rate of 10 records per hour. The tag rate is low because of the complexity of the records handled by the project. Seventy-five percent of all new records are in a foreign language, requiring that library technicians consult dictionaries, atlases, gazetteers, and additionally, in the case of slavic languages, transliteration tables.

It usually takes new staff, at all levels, from two to four weeks to gain a thorough understanding of their assignments, achieve a high and consistent degree of accuracy, and reach production quotas. Staff training, initially provided by SUNY/OCLC, has been assumed by project supervisory staff who confer with SUNY/OCLC when problems arise or new procedures need to be implemented. A great deal of time has been devoted to training since turnover is high.

Quality control is stringent. Originally the pre-project planning team investigated the Atlantic Research Corporation's Intershake II equipment to capture data entered by the data entry machine operators. A program was to be run against the data tape produced to detect major errors. Records containing errors were to be printed out along with a random sample of every record. This approach had to be abandoned, however, since the equipment could not capture more than 1,024 characters per record. The quality control system ultimately devised is based on daily editing of all tasks performed, whether matching, original input, tagging, or workforms. All workforms and original input are reviewed, while matching is randomly sampled (10 records for each operator per day).

"Errors are detected by comparing the resulting print copy against the original record and workform."

The senior data entry machine operator is responsible for reviewing records matched to ascertain that they have been matched under the correct institution, according to established guidelines. This individual, with the assistance of library technical assistants, is also responsible for editing original input. A General Electric Termi-net 200 is used to generate print copies of

all unique titles processed. Errors are detected by comparing the resulting print copy against the original record and workform. The project's two librarians edit all workforms prepared by library technicians.

Production statistics for the project are comparable with other retrospective conversion projects. An average search rate of 30 records per hour, a match rate of 25 records per hour, and an original input rate of 5 records per hour has been maintained.

CONCLUSION

Heavy emphasis was placed on matching during the first two years of the project. When OCLC instituted its sliding fee structure for matching on September 1, 1980, the project had, fortunately, only 80,000 records remaining to be searched against the data file for matches. Two data entry machine operators were retained on the matching operation, remaining staff assigned to processing unique material.

"...considerably strengthened the State's two interlibrary loan networks."

Begun on October 1, 1978, the HEA II C project will terminate September 23, 1981, although a skeletal staff will be retained through December to tie up loose ends and prepare a project report as mandated under the Federal grant. A total of $805,849 in grant money was received to finance the project: a first year grant of $250,000 (for 1978/79); and two subsequent grants, $250,000 for 1979/80 and $305,849 for 1980/81.

At completion, an estimated 454,000 monographic titles will have been converted at a unit cost of $1.77 per record. The project will have successfully met its conversion quotas, attained its goal of enhancing resource sharing, and considerably strengthened the State's two interlibrary loan networks.

The value of the project to researchers within New York State and nationwide will be demonstrated and proven in the years to come. The project complements the State University of New York (SUNY) RETROCON project which has added 1.8 million records from 30 SUNY institutions in the past year and a half at a cost of $1.4 million. These two retrospective conversion activities already have had an impact on the State's networks, both having experienced an increase in use and in higher satisfaction rates (ratio of requests filled to requests received). A recent study of SUNY institutions alone has shown a 16 percent increase in interloan activities since RETROCON, with a satisfaction rate of 73 percent.

The HEA II C Project is one of many investments New York State has made in retrospective conversions. The New York State Library has authorized an expenditure of $2.97 million over three years on regional machine readable bibliographic conversion projects. In addition, the Library has developed an internal on-line bibliographic file of 771,000 records to replace its card catalog. Although the latter is currently being used for on-site public service, off-site access to this file was demonstrated at the 1980 annual conference of the New York Library Association. The on-line State Library catalog and the retrospective conversion projects described will provide a sound basis for electronic interloan systems of the future.

AV MATERIALS - "ALL THE SAME...A DISABILITY IS NO BARRIER"

Bob Omer of the Upper Hudson Library Federation and Gloria Freedman of the Albany Public Library have organized a catalog of their audiovisual holdings according to use of the various items for programming for the handicapped. A number of items are marked for training staff who work with the handicapped. Entitled "All The Same...A Disability Is No Barrier," this catalog includes films, filmstrips, video cassettes, audio cassettes, and cassette tapes. It is a "working copy" not a finished product. Mr. Omer is the film librarian of UHLF and Ms. Freedman coordinates services to the handicapped at Albany Public Library which is the central library of the system and serves many handicapped in groups and individually. Offices for each are at 161 Washington Avenue, Albany, NY 12210 if anyone wishes to write them.

PUBLIC LIBRARY CONSTRUCTION NEEDS ASSESSMENT: THE NEW YORK PERSPECTIVE*

By E. J. Josey, Chief
Bureau of Specialist Library Services,
New York State Library

I am delighted to have this opportunity to participate this morning in LAMA's Architecture for Public Libraries Committee Program on Public Library Construction, Needs Assessment for State and Federal Funding. Several years ago, Educational Facilities Laboratories published a position paper entitled, "The Impact of Technology on the Library Building." The position paper begins with this provocative statement:

> The image of the library has been as immutable as the shape of the steeple in a village landscape. Time has given these forms the stamp of authenticity. Within the past decade, however, cracks have been appearing in the library's facade —and they are growing wider.
>
> Computer technology, microfilm technology, and developments in communications have created a potential for the storage, retrieval and exchange of information beyond any means ever before attainable. Indeed, Sunday supplement writers, fired by the far-reaching visions of pioneers in these fields, declared that the book will become obsolete. It will be an artifact exhibited in museums, they tell us, its functions assumed by electronic circuitry and libraries, as the institutions we have known them to be, will be things of the past.
>
> This hypothesis, as Mark Twain reported on the news of his death, is greatly exaggerated. The book, which appears to have extraordinary survival power, has stood up thus far against the real and imagined threats of radio, film, and television... The survival powers of the book notwithstanding, technological changes in the making could, one day profoundly alter the traditional operations of libraries — and their buildings....

The foregoing was published in July 1967, 14 years ago. Of course, you and I know that more and more books are now being circulated from public libraries and other types of libraries in our country. To paraphrase Mark Twain once more, the news of the death of books and libraries is greatly exaggerated. While technology has changed our new library buildings, nevertheless, buildings are still needed, and the library building itself as we have seen in these last 14 years has gradually changed; nevertheless, even those people who have had a chance to sit home and use their computer and/or have access to view data, have also gone to the library to sustain their research in addition to having access to information in their homes.

WHAT IS THE NEED

One of the most cogent building construction needs statements that I could find for the State of New York is in a bill that was introduced in the State Senate of New York by Senators Lombardi, Farley, and others which stated that:

> The Legislature hereby finds and declares that acquisition, construction, renovation and/or rehabilitation of public library and library system buildings are needed throughout New York State, and that the costs of such work are beyond the means of many public libraries, library systems and local communities to finance; the Legislature is aware of the valuable public resource of libraries and library systems, and further finds that the age and slow deterioration of existing buildings over the years has made them inaccessible to many members of the community, including the handicapped, and that failure to acquire, build, renovate, or reconstruct buildings for adequate library housing will endanger the collections housed at libraries and systems. To remedy this situation, the Legislature hereby finds and declares that it is in the interest of the State and its

*An Address given at the LAMA Architecture for Public Libraries Committee Program on Public Library Construction: Needs Assessment for State and Federal Funding, Sheraton Palace, Ralston Room, San Francisco, June 29, 1981.

citizens to begin a program of State aid for reconstruction, renovation and acquisition or building of library buildings.

It is quite evident from the foregoing description that there is a compelling and urgent need for library construction in the Empire State. Section 504 of the Federal Rehabilitation Act of 1973, as all of you know, requires that libraries and other public buildings be accessible to the handicapped. It seems that many library systems in New York State as in many states are not now in compliance with this requirement. In order to determine the need in this area, in 1978, I conducted a survey of the 22 public library systems in the State. A total of 1,022 buildings were included in the survey. None of the public

"...urgent need for library construction in the Empire State."

library systems' directors could report at that time that all of their buildings had some modification to make them accessible to handicapped users. Only 14.1 percent had modifications to benefit the handicapped. We find 560 buildings, 54.8 percent, lacked barrier free entrances; 318 of the buildings lacked elevators to accommodate the handicapped; and 75.4 percent lacked appropriate toilet facilities. While these statistics leave much to be desired, I must hasten to say that all of the library system directors are anxious to modify their buildings to meet the needs of their handicapped users, however, you and I know that the inadequate financial resources prevent their efforts.

In addition to the need to renovate or construct new buildings or replace the aging and slow deterioration of existing buildings as well as to meet the needs of the handicapped and to make buildings more efficient, we were interested in trying to find out the need for program space in libraries. To determine programming space needs, we decided to launch a survey. The library as a cultural and educational center for many years has used public programming as a means to stimulate the use of the library and to meet the cultural and educational needs of the local community. We conducted the survey in spite of the fact that D.W. Davis in his Study on Public Libraries as Culture and Social Centers[1] looks with great disfavor on public programming in libraries, and a recent critic of library programming, Thomas H. Ballard, in his essay, "Back to Basics/More Books, Not Market Surveys," in the February 1981 issue of American Libraries, who admonishes librarians that they should not engage in user surveys, declares, "We should also avoid programming and other forms of non-book activities which deflect us from our central purpose."[2] In another article, "Programming in Public Libraries: A Dissenting Viewpoint," in the February 1981 issue of the Wilson Library Bulletin, Ballard opposes library programming and admonishes that librarians "... evaluate programming in a more rigorous fashion than has heretofore been their practice."[3]

The early history of library programming in the United States can be traced to the 19th century. We find that in New York State in the 1980's library programming is one way to communicate to the libraries' constituents and it is one way to stimulate the use of the collection. It appears from a survey that I conducted in April of this year, that library programming in New York State is alive and well, and programming appears to be one of the needs for library construction.

In the memorandum that accompanied our questionnaire, we indicated to the directors of the libraries that "Your library system and member libraries have reported space needs .... We are attempting to ascertain the extent to which library programming has been curtailed or eliminated because of lack of space. Programming in libraries is being used to include children's story hours, film programs, lectures, seminars, great books discussion groups or such cooperative institutional programs as college courses and exhibits from museums, etc."

"...public library should provide free public meeting space..."

While a questionnaire was forwarded to all of the public libraries in the State to determine the library programming space needs, we focused our attention on the 108 libraries that had filed LSCA Title II letters of intent with the State Library agency as of December 10, 1980; this information on total library space needs was reported to the National Survey. Of the 108 libraries that had filed letters of intent and received our questionnaire on library program-

ming needs, 67, 62 percent, responded to the questionnaire, which contained only four questions.

SURVEY QUESTIONS

The first question attempted to characterize the programming space available in the library by asking the respondents to check whether or not the space was adequate, inadequate, or not available. Thirty-one of the respondents, or 46.3 percent, replied that programming space was adequate; 27, or 40.3 percent, replied inadequate, and 9, or 13.4 percent, replied that library programming space was non-existent. The second question stated that if your library reported that it has space needs, are these needs related to programming needs? They were asked to respond yes or no. Most of the respondents replied affirmatively, 44, or 65.7 percent, marked yes, and 22, or 32.8 percent, answered no. One, or 1.5 percent, failed to answer. If the responder answered yes to the question, s/he was asked to explain. Time will not permit me to give you a sample of responses, but I will share two interesting comments with you. The Liverpool Public Library reported, "Community use of our meeting room has grown to the point where four or five groups are turned down every month. Library sponsored meetings have been held in a corner of the Children's Room (inhibiting use of the collection) and in a part of our behind-the-scenes work space when the meeting room is in use." The Starr Library of Rhinebeck reports that "Our needs are definitely related to programming. In spite of that we manage to conduct some programs in limited space (story hours, children's films, slide talks). The greatest problems occur when these take place during library hours. Noise, congestion, and limited access to library materials are real problems."

As part of their program of service, public libraries and other libraries provide meeting rooms for various groups and individuals. All of you know that Article six of the Library Bill of Rights indicates that such facilities ought to be made available to the public served by the given library "on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use." The third question sought to discover whether or not the libraries or librarians believed that the public library should provide free public meeting space for community groups. I am pleased to report that the overwhelming majority, 66, or 98.5 percent, responded affirmatively and only 1, or 1.5 percent, responded in the negative. The librarians were given a chance to comment on this question. Margaret L. Horner, of the Onondaga County Public Library System in Syracuse reported that "in 1980 alone 604 groups used meeting rooms at the Central Library" and she also felt that the free meeting space ties in with the library's commitment to information sharing. In short, most of the libraries believe that this is a strong commitment of the public library in spite of the high cost of maintenance and energy and other related costs.

The fourth and final question was designed to find out whether or not the library requirements had forced libraries to abandon library programming to use the space for the housing and servicing of materials. We find that 23, or 34.3 percent, responded that they were forced to abandon programming space to use it for the housing and servicing of materials, and the largest number, 43, or 64.2 percent, responded in the negative, and only 1, 1.5 percent, failed to answer this question. Three of the librarians' comments are rather instructive. Mary F. Bobinski, director of the Amherst Public Library reported that "we have refused to do this because programming is important; however, this does create problems in the rest of the building." Brian H. Stoutemburg, director of the Dunkirk Free Library, reports, "although not abandoned, the meeting room must be used to house the overflow storage collection as well as programming space. Some types of programming are prohibitive due to the lack of space." The director of the East Islip Public Library reports, "Not at the moment. But this is beginning to happen. Seating space is also getting scarce as hardware takes up table space and chairs for use of the public... The meeting room may soon have to be utilized for staff so that present staff space can be used for the public." While most of the libraries, as I indicated above, have not abandoned their programming for the housing and servicing of materials, from these comments it is quite apparent that they are in dire need of space and if something does not give pretty soon, some of the libraries may have to abandon programming, in spite of the fact that the largest number of public library directors and librarians feel that programming is still very important. From this small survey, it is quite apparent that library programming is still very popular in New York State, and there is a need for space for library programming.

THE STATE'S APPROACH

The New York State Board of Regents policy as stated in Library Service to the People of New York State indicates:

Many library buildings are too small or are outdated. Changes in service programs and information technology are creating demands that existing library buildings lacking space, flexibility, adequate electrical wiring, and climate control cannot meet. Library buildings generally need modification to make them energy efficient. In addition, it is essential that architectural barriers in libraries be removed so that facilities are fully accessible to persons with physical handicaps.

It has been estimated that it would cost a minimum of $94 million to provide adequate physical facilities for the libraries of the State. Two types of funding are needed: grants for planning and funding to provide incentive and equalization support to local libraries. State-level and system planning in relation to physical facilities is needed to gain maximum value for construction expenditures and avoid possible overbuilding. Both State and Federal funds will be required to narrow the gap between need and present inadequate facilities.

"'...the State Library will: a. Seek State aid legislation..."'

To overcome the problem of inadequate facilities the State Library will:

a. seek State aid legislation for library construction and modification of existing structures.

b. Use Federal LSCA Title II and other funds as available to subsidize library construction and renovation.

c. Conduct an annual construction needs assessment within the State.

In addition to our Board of Regents, we have the good fortune of having State senator Tarky Lombardi, Jr. who has been a strong champion for a capital construction program for libraries. Senator Lombardi introduced a bill in the Senate in April of last year, and earlier I read the introduction to the bill which is the legislative intent to describe the need for library construction as perceived by the senator. This bill is strongly supported by the New York Library Association, and NYSALB (New York State Association of Library Boards) and one of the most articulate, strong supporters of this bill is Dan Casey, a member of the ALA Council, who happens to be president of NYSALB this year. The bill is also endorsed by the State Education Department. The bill includes "energy conservation projects, adequate housing for collections, and projects to increase accessibility to the handicapped as eligibility for State support. In short, the State aid bill for public library and library systems would provide for 50 percent State support for eligible acquisition, construction, rehabilitation, and/or renovation. There is a grandfather clause in the bill so that no one who is actually in the process of building at the time of the effective date of the bill would be excluded from the program. In order for a library to be eligible, the project would first have to be approved by the State Education Commissioner. The library or local jurisdiction would have to provide evidence that it has, or can raise, 50 percent of the cost of the project. Funding will be in the amounts appropriated by the Legislature for the fiscal year and will be paid on a schedule to be established by the Commissioner.

Turning to the specific language of Senator Lombardi's bill, "eligible projects may include, but shall not be limited to, acquisition, construction, renovation and/or rehabilitation, including leasehold improvements as such shall be defined and approved by the Commissioner, of main and/or branch buildings of public libraries, association libraries, school district public libraries, or buildings of public library systems and reference and research library resources systems that have been chartered by the Regents of the State of New York, or established by act of the Legislature and that meet all of the requirements for State aid and shall be prescribed by the Commissioner pursuant to this article. Eligible projects may include acquisition, construction, renovation and/or rehabilitation of such library buildings solely for the purpose of providing access to the handicapped, increasing energy efficiency or providing safer and more adequate housing for collections." The bill is designed to address both large-scale construction needs and smaller enlargement and rehabilitation grants; so, from this kind of an approach, it does have wide support.

FEDERAL SUPPORT FOR LIBRARY CONSTRUCTION

The inclusion of Title II in the Library Service and Construction Act many years ago

signaled the recognition by the library profession in our country that the Federal government has a responsibility in assisting localities in states with the provision of funding for construction of libraries. In the last few years,as all of you know, this Title has not carried an appropriation, and consequently there have been no construction grants through LSCA. As part of New York State's contribution to the U.S. National Public Library Space Needs Assessment Survey, we discovered that the data derived from the LSCA Title II letters of intent filed through December 10, 1980 with the Library Development agency contained requests for 108 projects totaling $95,416,244. It is our belief that likely not all libraries with building needs or plans filed letters of intent, in view of the fact that the directors knew that no funds were available under LSCA Title II for construction.

"Increased accessibility to the collection [by using] the on-line catalog..."

When we consider that more than $95 million is needed to take care of only 108 building projects, the total need boggles the mind. Represented among the projects that may be undertaken are system headquarters needs, central libraries, other main libraries in local communities, and library branches. This need also includes construction or the purchase of new buildings, renovations to improve access to the handicapped, remodeling to improve library service and/or energy efficiency as well as the expansion of existing facilities. The 108 projects that were identified include the large urban areas, the medium and small cities, and towns and hamlets as well. While the need is great for funding in New York State as well as other states in the nation, we are cognizant of the fact that the Congress is in the budget cutting mood, and we are not optimistic for money from the Federal government at this particular time. Because we strongly believe that the Federal government has a responsibility in this area, we will not abandon our efforts to obtain funding from the Federal level for library construction.

Finally, in my attempt to convey to you the serious need for library construction funding in New York, I have not said one word about the users of New York's libraries. It is our belief that the library and information needs of library users, including facilities and space needs, are of paramount importance. More people than ever are using libraries of all types, and it is our goal that our buildings will be planned and designed so that they will not only be inviting and comfortable for our users but accessible and functional as well. As we continue our efforts on the local, State, and Federal level to obtain funding for library construction, our aim is to improve the opportunity for bring library users and books and other library materials together in library facilities with stimulating and pleasant surroundings.

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NEW YORK STATE INCREASES OPTIONS FOR HANDICAPPED EMPLOYEES

The New York State Legislature enacted two laws which Governor Carey signed in July 1981 to become effective immediately to provide additional employment opportunities for handicapped or disabled individuals. A State program was begun in 1977 when 200 positions under Civil Service were reclassified to "non-competitive" and individuals with handicapping conditions were hired to fill them. The number of allowable positions was increased last year to 400 and now to 500 under the 1981 legislation. The new law also allows such incumbants who successfully complete their probationary periods to obtain competitive-class status allowing for promotions. The second 1981 law increased to 200 the number of competitive positions which a municipal civil service commission may reclassify to non-competitive for physically handicapped individuals.

The New York State Department of Civil Service in May announced the participation of the New York State Government Employees Health Insurance Program in a hospice care demonstration project. The State Health Department has approved facilities in several cities of the State as providers of care. Benefits will be available to active and retired State and local employees and their covered dependents who are properly enrolled. Coverage will also be available to enrollees who receive hospice services in other states from facilities which have been approved by the appropriate agency of that state.

ALA PUBLICATION, INTERFACE, FEATURES INFORMATION ABOUT SERVICE TO THE HANDICAPPED

Library activities related to the International Year of Disabled Persons were featured in the spring/summer issue of Interface, published by the Association of Specialized Cooperation Library Agencies, American Library Association. One article lists those six of the U.S. Council for International Year of Disabled Persons' nine goals for the year which are especially appropriate for libraries and a series of responsibilities and actions for librarians, administrators, and library associations. The Council "has proposed the partnerships of disabled and non-disabled representing the public and private sectors and local, state, and national organizations work together to identify the barriers to full participation of disabled persons, and design and carry out projects which will diminish these barriers."

The White House Conference on Library and Information Services' three major and several related resolutions concerned with handicapped or disabled persons are summarized. One major resolution targets access problems, one concerns access related issues and special information needs of hearing impaired persons, while a third "calls for the Department of Education and the states to expand or implement literacy programs at the community level."

The October 1980 survey by the National Library Service for the Blind and Physically Handicapped, Library of Congress to determine which library schools offer instruction to prepare librarians to serve handicapped clientele is reported. There is an annotated filmography of films and filmstrips useful in training library staff and volunteers to serve the handicapped, and a list of distributors. A number of publications are described: International Directory of Access Guides (1980-81) (lists 347 separate guide books to cities worldwide, many of which are free), new ALA standards for libraries in several types of institutions, Green Pages Rehab SOURCEBOOK (directory of special products and services), and Consumer Health Information, and other periodicals.

DISASTER PREPAREDNESS AND RECOVERY PROJECT

A grant of $27,152 from the National Endowment for the Humanities will enable the Bibliographic Center for Research in Denver to implement a Disaster Preparedness and Recovery Project. The grant will allow BCR to coordinate disaster recovery efforts in member states and to enhance regional expertise through two-day workshops in recovery techniques. Persons trained in salvation methods will then be able to tutor other people within their states.

The goal of the one-year project is to help reduce the damage to library materials that is caused by fires, floods, and other disasters.

STORYTELLING CONFERENCE AND ADVANCED STUDY IN LIBRARY MANAGEMENT

The University of the Chicago Graduate Library School will sponsor a storytelling conference April 30 - May 1, 1982 on the theme, "The Child's Experience of Story." Scheduled speakers include: Marcia Brown, Richard Lewis, and Laura Simms.

The person to contact about this conference is Ellin Greene, Associate Professor, The University of Chicago, Graduate Library School, 1100 East 57th Street, Chicago, IL 60637, phone (312) 753-3482.

The Graduate Library School jointly with the Graduate School of Business will offer courses toward a program for a Certificate of Advanced Study in Library Management. Supported by a $250,000 grant from the Council on Library Resources, the program will prepare students for upper-level management positions in academic and research libraries with emphasis on management issues and problems confronting large university libraries. There will be an internship in one of the cooperating libraries: Newberry Library, Northwestern University, University of Illinois at Chicago Circle, John Crerar Library, University of Chicago, and Chicago Public Library.

Individuals accepted into the program are expected to have an MLS and at least five years of library experience. There will be a stipend to cover tuition and living expenses, and it is expected that employing libraries will extend financial support.

INFORMATION AVAILABLE ABOUT RESPITE CARE IN NEW YORK STATE

Recognizing that parents and guardians who care for a severely handicapped child or adult at home often need special support in their responsibility, the State Office of Mental Retardation and Developmental Disabilities and the Albany Cerebral Palsy Center for the Disabled held a conference in Albany in September 1981 on respite. Respite is the needed relief for a few hours or days to ease the tension caused by the nearly constant demands made by the severely handicapped on the person providing care. Persons agreeing to come to a private home to care for a handicapped individual need special training. The State Office of Mental Retardation is undertaking a commitment to help locate funding.

People came from several states for the conference in Albany. A brochure about activities at the conference including papers presented is available from Cathy Kitsock, Cerebral Palsey Center for the Disabled, 314 South Manning Blvd., Albany, New York 12208.